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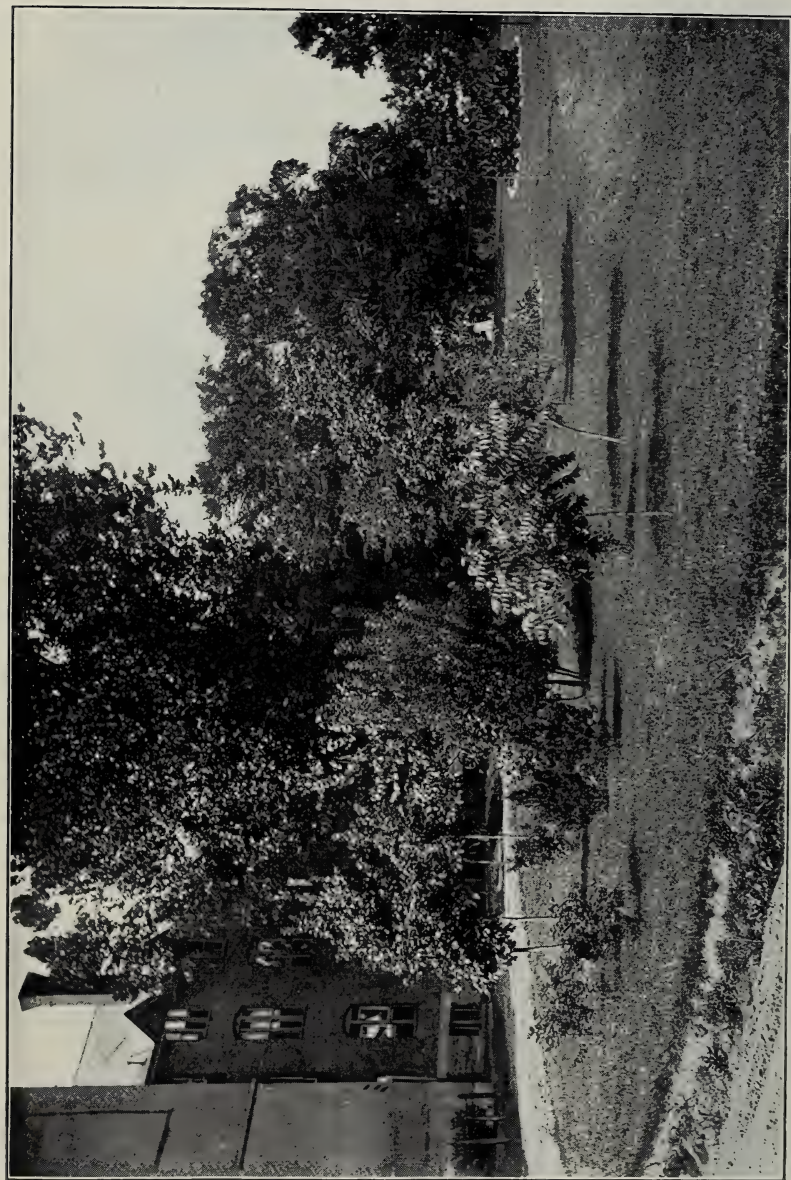
Library  
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Marshall College











ALONG THE DRIVEWAY, SOUTH ENTRANCE TO COLLEGE HALL.



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## CALENDAR.

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SESSION 1909-'10.

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FALL TERM—OPENS—————WEDNESDAY, SEPTEMBER 15.

CLOSES—————FRIDAY, DECEMBER 17.

WINTER TERM—OPENS—————TUESDAY, JANUARY 4.

CLOSES—————WEDNESDAY, MARCH 16.

SPRING TERM—OPENS—————TUESDAY, MARCH 22.

CLOSES—————TUESDAY, JUNE 14.

SUMMER TERM—OPENS—————WEDNESDAY, JUNE 15.

CLOSES—————FRIDAY, JULY 22.

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## HOLIDAYS.

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THANKSGIVING ——— THURSDAY, FRIDAY, SATURDAY AND  
SUNDAY, NOVEMBER 25, 26, 27 AND 28.

CHRISTMAS ——— DECEMBER 18 TO 31 INCLUSIVE, AND JAN-  
UARY 1, 2 AND 3.

WASHINGTON'S BIRTHDAY ——— TUESDAY, FEBRUARY 22.

SPRING VACATION ——— MARCH 17, 18, 19, 20 AND 21.

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# PART I.

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## OFFICIAL BOARDS 1909-'10.

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### STATE BOARD OF PUBLIC CONTROL.

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HON. J. S. LAKIN, PRESIDENT.....	BUSINESS MAN
<i>Terra Alta, W. Va.</i>	
HON. THOS. E. HODGES,.....	EDUCATOR
<i>Morgantown, W. Va.</i>	
HON. JOHN SHEPHERD,.....	LAWYER
<i>Williamson, W. Va.</i>	

### STATE BOARD OF REGENTS.

---

HON. M. P. SHAWKEY, PRESIDENT, STATE SUPT. OF SCHOOLS	
<i>Charleston, W. Va.</i>	
HON. M. C. LOUGH.....	EDITOR
<i>Fairmont, W. Va.</i>	
HON. J. B. FINDLEY.....	BUSINESS MAN
<i>Parkersburg, W. Va.</i>	
HON. G. A. NORTHCOTT.....	BUSINESS MAN
<i>Huntington, W. Va.</i>	
HON. GEO. S. LAIDLEY.....	EDUCATOR
<i>Charleston, W. Va.</i>	

# THE FACULTY.

---

SESSION 1908-'09.

---

L. J. CORBLY, A. B., A. M., *President*.....*Psychology*  
State Normal School, State University and Universities of Halle and  
Berlin, Germany.

## FRENCH.

MRS. NAOMI EVERETT, Ph. B., *Dean of Women*  
Steubenville Seminary, University of Chicago and University of Sor-  
bonne, France.

## EDUCATION.

MARGARET OTIS, A. B., A. M., Ph. D., *Professional Subjects and Superin-  
tendent of the Training School.*  
Cornell University.

FLORA E. POPE, B. E., *Supervisor of Model School.*  
Oberlin College and Chicago University.

CHARLOTTE WADE, *Grades VI. and VII., Model School.*  
Marshall College and State University.

EUNICE A. RIGGS, *Grade V., Model School.*  
Marshall College.

MARION GREEN, *Grades III. and IV., Model School.*  
Columbia and Chicago Universities.

MABEL CLARK, *Grade II., Model School.*  
Succeeded at close of Winter Term by

MABEL FERGUSON.

HARRIET FERGUSON, *Grade I., Model School.*  
Marshall College and Chicago University.

## ENGLISH.

C. E. HAWORTH, A. B., A. M. and M. D., *Literature.*  
Colgate and Chicago Universities.

W. H. FRANKLIN, A. B., *Rhetoric.*  
W. Va. Wesleyan and Alleghany College.

ADA R. COLBERT, A. B., *Grammar.*  
State University, Harvard, and Chicago.

## MATHEMATICS.

LILIAN HACKNEY, A. B.,  
State University, Ohio Wesleyan, Cornell and Columbia.

MARTHA J. HUGHES, A. B.,  
Wellesley College.

ELIZABETH COLWELL, A. B., A. M.,  
Dennison University, Vassar and Radcliffe.

## LATIN.

C. H. SAYLOR, A. B., Ph. D.,  
Johns Hopkins.

L. P. MILLER, A. B., LL. B.,  
State University.

## GREEK.

HARRIET D. JOHNSON, A. B.,  
Dennison University and Chicago University.

## HISTORY.

J. A. FITZGERALD, A. B., A. M.,  
Marshall College, Georgetown College and Chicago University.

## BIOLOGY AND GEOLOGY.

W. G. VINAL, A. B., A. M.,  
Bridgewater Normal, Lawrence Scientific, and Harvard.

## PHYSICS AND CHEMISTRY.

R. C. PECK, A. B., A. M.,  
Yale and Columbia.  
Resigned March 1, and succeeded by

W. W. DONALDSON, B. S.,  
Marshall College and Washington & Jefferson College.

## GERMAN.

OLLA STEVENSON, A. B.,  
Northwestern University and Berlin, Germany.

## ART.

E. E. MYERS,  
Pittsburg, Cincinnati, Harvard and New York University Schools of Art.

B. B. CHAMBERS, A. B., *Assistant in Latin, Greek, and English—Winter and Spring Terms.*  
Marshall College and Dennison University.

EMMA R. PARKER, *Assistant in English and Science—Spring Term.*  
Greensboro Female College and University of North Carolina.

## MUSIC.

FLORA R. HAYES, A. B., *Director, Piano and History of Music.*  
State University, Pupil of John Porter Lawrence. Also at Berlin, Germany, under Barth, Scharwenka and Hugo Kaun.

RHODA CRUMRINE, *Senior Teacher of Piano and Theory.*  
State University, Graduate Study under John Porter Lawrence and Wm. H. Sherwood; also under Anton Foerster, Richard Burmeister, Philip and Scharwenka, of Berlin, Germany.

VIRGINIA BOURNE, *Assistant in Piano.*  
Cincinnati College of Music.

MRS. LOUISE FAY HAWORTH, *Head of Voice Division.*  
Private Study, New York City under Marie Bissell, Armour Galloway and Oscar Sanger.

ROSE L. MCCLINTOCK, *Violin and Ensemble.*  
Pupil under Strauss and Neville.



*EXPRESSION.*

FLORENCE C. WHITE,

Emerson College of Oratory and Private Study in New York City.

*LIBRARY.*

MRS. ELIZABETH F. MYERS, *Librarian and Manager of College Book Store.*

RELIA ELMO PERKINS, *Assistant Librarian.*

*COLLEGE HALL.*

MRS. NAOMI EVERETT, *Dean of Women.*

FLORA E. POPE, *Preceptress.*

MRS. NELLIE A. KEARN, *Matron and Secretary.*

LILLIAN HACKNEY, *Treasurer.*



# THE FACULTY.

---

SESSION OF 1909-'10.

---

L. J. CORBLY, A. B., A. M., *President*.....*Psychology*.

## ENGLISH.

C. E. HAWORTH, A. B., A. M., M. D., *Vice President*.....*Literature*

W. H. FRANKLIN, A. B., *Rhetoric*.

ADA R. COLBERT, A. B., *Grammar*.

L. P. MILLER, A. B., LL. B., *Reader*.

## FRENCH.

MRS. NAOMI EVERETT, Ph. B., *Dean of Women*.

## HISTORY.

J. A. FITZGERALD, A. B., A. M.

## EDUCATION.

(Head of Department to be elected.)

MRS. HARRIET LYON, B. L., *Supervisor of Model School*.

HARRIET FERGUSON, *Kindergarten*.

LILLIAN ISBELL, *Grade I*.

ONA ULLMAN, *Grades II. and III.*

(To be elected.) *Grades IV. and V.*

(To be elected.) *Grades VI., VII. and VIII.*

## MATHEMATICS.

LILLIAN HACKNEY, A. B.

ELIZABETH COLWELL, A. B., A. M.

(One to be elected.)

## LATIN.

C. E. SAYLOR, A. B., Ph. D.

## GREEK.

HARRIET D. JOHNSON, A. B.

## GERMAN.

OLLA STEVENSON, A. B.

## BIOLOGY AND GEOLOGY.

W. G. VINAL, A. B., A. M.

## PHYSICS AND CHEMISTRY.

R. M. WYLIE, A. B., A. M.

## ART.

E. E. MYERS.

## MUSIC.

FLORA R. HAYES, A. B., Director.

RHODA CRUMBINE, *Head Pianist.*

(To be elected.) *Asst. Pianist.*

MRS. LOUISE FAY HAWORTH, *Voice.*

## EXPRESSION.

FLORENCE C. WHITE.

## PREPARATORY.

EMMA R. PARKER, *Preparatory and Review Department.*  
(One to be elected.)

## LIBRARY.

MRS. ELIZABETH MYERS, *Librarian.*

MISS ORA B. STAATS, *Assistant.*

## COLLEGE HALL.

MISS ORA B. STAATS, *Preceptress.*

MRS. NAOMI EVERETT, *Dean of Women.*

MRS. NELLIE A. KEARN, *Matron and Secretary.*

MISS LILLIAN HACKNEY, *Treasurer.*

For details concerning where the faculty were educated, see preceding pages, "The Faculty, Session of 1908-'09."





# STANDING COMMITTEES.

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SESSION OF 1909-'10.

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## CLASS OFFICERS.

CLASS OF 1910—*Mr. Franklin and*—————

CLASS OF 1911—*Miss Colbert and*—————

CLASS OF 1912—*Miss Johnson and Mr. Wylie.*

CLASS OF 1913—*Miss Colwell and*—————

CLASS OF 1914—*Miss Parker and*—————

## GENERAL.

GRADUATION—*Misses Hackney and Colwell.*

SENIOR EXERCISES—*Senior Class Officers.*

JUNIOR EXERCISES—*Junior Class Officers.*

LIBRARY—*Miss Stevenson, Dr. Haworth and Mrs. Myers.*

PUBLIC EXERCISES—*Miss Johnson, Dr. Haworth and Mr. Corbly.*

STUDENT SOCIALS—*Mrs. Everett, Miss Staats and Mrs. Kearn.*

DAILY RECITATION SCHEDULES—*Miss Hackney and Mr. Fitzgerald.*

INTER-SOCIETY CONTESTS—*Mr. Franklin, Mr. Wylie and Mr. Miller.*

BOARDING—*Mr. Fitzgerald, Miss Staats, Mrs. Kearn and all Club Managers.*

ATHLETICS—*Mr. Vinal, Mr. Fitzgerald, Miss Staats, Mrs. Everett, and Mr. Franklin.*

STUDENT ORGANIZATIONS—*Mr. Wylie, Miss Stevenson, and Miss Colwell.*

CARE OF BUILDINGS AND GROUNDS—*Mr. Myers, Mr. Miller, Mrs. Kearn and Miss Staats.*

*SCHOOL IMPROVEMENT*—The Chairmen of all the Standing Committees.

*COURSES OF STUDY*—Mr. Corbly, Dr. Haworth, Mr. Fitzgerald, Mrs. Everett, Miss Hackney and Miss Johnson.

*COMMENCEMENT EXERCISES*—The President, the Heads of Departments, and the President of the Senior Class.

*RECOMMENDATIONS*—The President, the Heads of Departments, the Supervisor of the Model School, and the Registrar, who is Secretary to this Committee.

*LECTURE COURSE*—Dr. Haworth, Mr. Franklin and Miss Hackney, of the Faculty, three members of the Y. M. C. A. and three of the Y. W. C. A. Dr. Haworth, Corresponding Secretary, W. H. Franklin, Treasurer, Grace Felton, Recording Secretary.

#### COLLEGE HALL.

*DINING ROOM*—Mrs. Kearn and Miss Hackney.

*HOUSE*—Miss Staats, Mrs. Kearn and Miss Hackney.

*GOVERNMENT*—Miss Staats, assisted by the President and all Teachers having rooms in the Hall.

*ADVISORY*—The Dean of Women, the Matron and the Hall Treasurer.

#### STUDENT.

*COLLEGE HALL*—Appointed First Week after Opening of Session.

*SCHOOL*—The Presidents of the Five Classes, and Two Ladies and Two Gentlemen from the Senior Class, One Lady and Two Gentlemen from the Junior Class, One Lady and One Gentleman from the Sophomore Class, and One Lady from the Freshman Class in Addition to the Presidents of these Classes. (In Case the President of the Freshman Class be a Lady, the Additional Member of this Committee Must be a Gentleman, and vice versa, and in case the President of the Junior Class be a gentleman the rest of the Committee must be made up of Two Ladies and One Gentleman, and vice versa.)

#### DUTIES OF STANDING COMMITTEES.

For outline of these duties see catalogue, Session of 1908-'09, pages 10 to 15.

## HISTORICAL AND INFORMATIONAL.

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*MARSHALL COLLEGE WAS ESTABLISHED* as a private school in 1837.

*IT WAS NAMED* for Chief Justice John Marshall of Virginia.

*ITS ORIGINAL NAME* was "Marshall Academy."

*IN 1858 THE NAME* was changed to "Marshall College."

*IN 1867 IT BECAME* a State School and its chief function became that of a Normal School, but, by legislative enactment the name "Marshall College" was retained.

*LATER THE NORMAL SCHOOL SPIRIT* induced our State Legislature to establish, from time to time, five branch schools to Marshall College at the following points: Fairmont, Shepherdstown, Concord Church (now Athens), Glenville, and West Liberty.

*IN 1871, BY LEGISLATIVE ENACTMENT* the number of these branch schools was limited to *five*.

*THE ENROLLMENT OF THE SCHOOL* grew and fell back from time to time, varying till 1895-'96 from less than 100 to 185. During the session of 1895-'96 the number passed the 200 mark a little, and since that time has gradually grown to 1100.

*THE WORK OF THE SCHOOL SINCE 1867* has been a combination of the Normal and Academic, chiefly, indeed almost wholly, Academic till 1902, at which time the nucleus of a training school for teachers, (the Model School) was incorporated in the work of the school. This Model School has grown grade by grade till 1909-'10, when all eight grades will be represented by about 160 children, (20 in a grade.) Since 1902 the Normal feature has been emphasized more and more till now about *three fourths* of the graduates are from this department, though the interest in the Academic Department has gradually grown, and the number of graduates from that department has gradually increased from year to year.

*THE SCHOOL IS CO-EDUCATIONAL*, the young ladies usually outnumbering the young gentlemen by a small per cent. though, one class in recent years had almost two gentlemen to one lady.

*NO DEGREES ARE CONFERRED.*

*THE GRADE OF WORK DONE* is such as to give the school standing and full credit for its work in such institutions as Michigan, Chicago, Leland Stanford, Columbia, Yale, Cornell and institutions of like grade. One of our young men took his A. B. at Yale this year, the third year after leaving us, and many are taking their A. B.'s the



second year after leaving us, though in somewhat less severe courses than Yale requires.

*THE REQUIREMENTS OF THE STATE BOARD* are such that no one can be elected on either the Normal or Academic Faculty who has not taken his A. B., or an equivalent degree, in some high class college or university.

*THE MUSIC, ART AND EXPRESSION DEPARTMENTS* are officered by instructors who have had exceptionally fine training for their work, as will be noted under the heading "The Faculty," on preceding pages.

*THE AVERAGE AGE OF OUR GRADUATES* runs a little higher each year owing to a gradual strengthening of the amount and kind of work required, and to the demand on the part of employers for more mature graduates.

The age of the young ladies varies from 18 to 31, with an average of about 21. The extremes of the young men are about the same, but the average age runs from one to three years above the young ladies, seldom less than two years.

*THE STUDENT BODY IS MADE UP* chiefly from the villages, towns and rural districts, with a liberal sprinkling from the cities. They are, as a rule, a remarkably law-abiding, self-respecting, studious and obedient class of young people, courteous, civil and agreeable among themselves, and peculiarly respectful and amenable to authority. The most decided objection we have to find to any considerable number is the tendency to study too long hours, (a tendency we are trying to correct), and an undue haste to graduate either *young* or *soon*. Behind the former tendency we find limited financial means and intense earnestness, one or both; behind the latter either vain parents or children, or financial limitations.

*A GOOD PER CENT.* of the more mature young people come here on borrowed money, and a large per cent. are self-supporting.

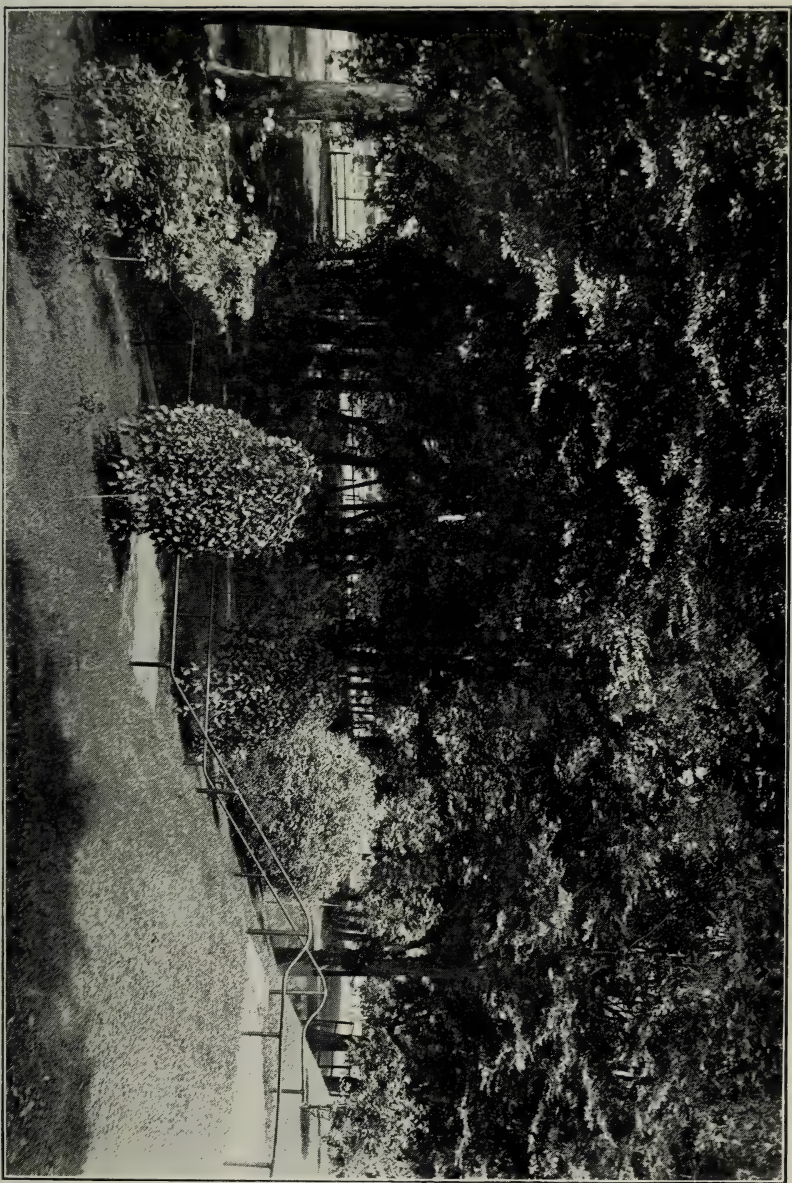
*THERE ARE TEN CALLS FOR WORK* of some kind by the students to pay their way or a part of it to where we can find opportunity for one, though a goodly number are accommodated. It is a pity indeed that some substantial loan fund cannot be provided for the more promising of such young people as are willing to help themselves when opportunity offers, and a great pity that work for a hundred or more such cannot be found.

*THE ALUMNI* now numbers 682 since the State of West Virginia assumed control.

*THE CAMPUS* includes 16 acres of choice land near the center of Huntington, and arrangements are being made to add 7 acres more. Estimated value \$120,000.

*THE BUILDINGS*, all practically new, are built in a series of sections, 5 in number, totaling 400 feet in length, average width 80 feet, estimated value \$180,000. Total value of school property \$320,000.





LOOKING FROM THE TERRACE IN FRONT OF COLLEGE HALL  
Northeast under the Old Campus Trees toward corner of 3rd Ave. and 17th St.









SIXTEENTH STREET ENTRANCE TO THE COLLEGE.

# PART II.

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## ADMISSION.

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### AGE.

The following are the age requirements for admission to the different departments of the school.

1. ART DEPARTMENT—no age limit.
2. DEPARTMENT OF EXPRESSION—no age limit.
3. MUSIC DEPARTMENT—no age limit.
4. MODEL DEPARTMENT—from 4 years up.
5. NORMAL AND ACADEMIC DEPARTMENTS—*males* from 14 years up, *females* from 13 years up.

### RECOMMENDATION.

Every student who wishes to enter any department of the school must first present to the President a letter of recommendation of good moral character, reasonably studious habits, at least ordinary intelligence, and willingness to comply with all regulations of the school. This letter must be written by some honorable and influential citizen who is not related to the applicant for admission, and who resides in the same community. The name of the writer is entered on the records of the school as the one who vouches for the applicant. Said writer will be duly and promptly notified in case the student recommended fail to verify by his habits here, or by his intelligence, the correctness of the assurances set forth in the recommendation.

In addition to the recommendation required, every student is required to sign the following when he enrolls:

I hereby agree to abide by all the rules and regulations of this school, Marshall College, during my connection with it as student, to be obedient to all properly constituted authority, and in case of any violation of rule or regulation, or disobedience to properly constituted authority, I shall accept, without complaint, such punish-



ment as said authority may attach to said violation or disobedience, or I shall withdraw from the school.

Signed.....

(The following is intended for male students, only):

I furthermore pledge my word of honor that under no circumstances will I use tobacco in any form while on the school grounds or in the school buildings, either during school hours or on Saturdays, Sundays, or other vacation days, or while attending any exercises of any kind, in the buildings or on the grounds, day or night, while I am a student in Marshall College.

Signed.....

The president reserves the right to suspend or expel anyone who is found violating this signed assurance that tobacco will not be used under any circumstances, on grounds or in buildings by any one who is a student. He does not interfere with the tobacco habits of young men students off the grounds, however much he may disapprove of these habits, particularly with the pipe, the cigarette, or the chewing habit. These are matters for young men to decide for themselves, except that he advises strongly against it, especially in the case of our immature boys. Cleanliness,—shall we not say, *Common Decency*,—demands the above ruling with reference to the school buildings and grounds.

#### CREDITS FOR WORK DONE ELSEWHERE.

Credit is given for work done in any school of recognized standing and known thoroughness in the work it requires. The number and extent of these credits depend on the course of study in said school, the teachers under whom the work was done, and whether it covers the requirements here. The text book used, and especially the school, and the education and experience of the teacher under whom the work was done are the items of importance to us when allowing credits. Correspondence beforehand is always the safer plan for the applicant for credits to adopt. Write the president of this school direct.

Those holding *First Grade* certificates issued under the new West Virginia law, or its equivalent, will receive credits on the following subjects, provided they have made 90 per cent. or above on these subjects, and provided further that their work as students here indicate that their scholarship is of such proficiency as will justify our giving these credits, and provided, finally, that our "Parallel Reading" requirements be complied with: 1. Written Arithmetic. 2.

Mental Arithmetic. 3. Geography. 4. U. S. History. 5. General History. 6. Penmanship. 7. Bookkeeping. 8. Physiology. 9. Orthography.

These credits merely excuse the applicant from pursuing these subjects here in school, but do not excuse him from the final examinations on the subjects taught in the public schools of the state. See regulation concerning these examinations on another page under heading, "Final Examinations." Consult index in front of this catalogue for this heading.

Final examinations are required only of those who are candidates for graduation, but "Parallel Readings" apply to all who ask for credits whether they graduate or not.

Credits will not be given on Roman history, and English history, unless these subjects have been completed in a good school, under a good teacher of history, in separate text books. The work on these subjects in General history will not be accepted as work on Roman and English history. Our students are required to use separate texts on Roman and English history. Credit on Greek history will be given those who have made a grade of 90 on General history in the West Virginia state uniform examinations, and to those who can furnish satisfactory grades for work done on this subject in General history.

Credits will be given on any other subject in the normal or academic courses whenever the applicant for credits can produce a written statement from a school whose work can be approved. Blanks are furnished applicants, who may send them to the schools where the work was done, for filling out and for signature. On receiving credits, entry is made on our grade book stating where the accredited work was done, so that in case the applicant afterward prove deficient in the subjects on which credits have been given, we may discontinue that school as an accredited one, or refer the one who discovers the imperfection, to our records to show that the work was not done here.

No student, however, no matter how many credits he may have, is permitted to graduate without having spent *one full year* at this school, except by special permission of the State Board, and this must be his *junior or senior year*.

## FEES.

### NORMAL AND ACADEMIC.

The only fee required of West Virginia students for entering the Normal and Academic departments is the "Enrollment Fee," \$2.50 per term, which is payable at the opening of each *term, fall, winter, and spring, AND IS NEVER REFUNDED, NO MATTER HOW SHORT A TIME THE STUDENT MAY REMAIN IN SCHOOL. This*

*fee is always payable in advance and should be brought when the student presents himself for enrollment, as it is the receipt for this fee which must be presented to the teacher before the student can enter his classes.*

The fee for the summer term in the Normal and Academic departments is \$6.00, payable in advance, and is not returnable except in case of continued and severe illness. The reason the fee for the summer term is more than the fees for the other terms is because the instructors who have charge of the summer term are not full-salaried for that term by the state, receiving but little remuneration for their services except from this fee.

Students from other states who wish to enter the Normal and Academic departments for the *fall, winter and spring* terms, pay, in addition to the "enrollment fee" (\$2.50 per term), a "tuition fee" of \$6.00 per term, thus making their total fees for these three terms \$8.50 per term; but they are admitted to the *summer term* on exactly the same basis as students from West Virginia, \$6.00.

For the amount of the fees in the Departments of Art, Expression and Music, see under "Contents" in front of book for pages on which the work of these departments is outlined.

#### THE MODEL SCHOOL.

In cases where three or more children come from the same family the rates are, each child, *per year*, \$10.00.

In cases where there are but two children from the same family the rates are, each child, *per year*, \$12.50.

In cases where but one child comes from each home the rates are, *per year*, \$15.00.

These fees are payable in advance for the full year, instead of by the term, as heretofore.

The fees charged for entrance to the Model School go toward paying the salaries of the teachers of that school, also for purchasing equipment, library books, etc., for the children in the Model School.

**KINDERGARTEN \$20.00, \$22.50 AND \$25.00 PER YEAR.**

#### SECOND PREPARATORY.

The work in the Preparatory department will hereafter be divided into the First Preparatory and the Second Preparatory. The First Preparatory will consist of all those mature young men and women who, owing to poor educational facilities at home, have not been able to complete in a satisfactory manner the subjects included in the regular Preparatory course, but have to do so after entering here. These will have seats in the Study Hall along with students of higher grade, *provided*, their decorum be such that they can be trusted to preserve an orderly bearing therein and in the hallways.


The Second Preparatory consists of *three classes or grades*, of pupils:

1. "Preparatory A," or the younger preparatory pupils, and the "Eighth Grade" of the Model School.

2. "Preparatory B," or the "Seventh Grade" of the Model School, and all others who fall more than *one year* but not more than *two years below* the Freshman year.

3. "Preparatory C," or the "Sixth Grade" of the Model School and all others who fall more than *two years*, but not more than *three years below* the Freshman year.

These three classes of pupils will be seated in Room No. 40, under capable instructors. Tuition in this department, Preparatory A, Preparatory B, and Preparatory C, will be, *\$5.00 per term of three months*.

 *All tuitions are payable in advance.*

## RECENT CHANGES.

### 1. IN THE FACULTY.

1. Dr. C. E. Haworth, head of the Department of English, was made vice president, with added duties and responsibilities.

2. Dr. Margaret Otis, head of the Department of Education, withdrew at the close of the year and was succeeded by———

3. Prof. W. W. Donaldson, head of the Department of Physics and Chemistry, withdrew at the close of the year and was succeeded by H. R. Wylie.

4. Prof. Boyd Chambers, assistant in Latin and Greek, withdrew at the close of the year and his place was not filled. Mr. Chambers came in at the opening of the winter term as general assistant for the rest of the year only.

5. Miss Emma R. Parker, assistant in English and Science for the Spring term, was made principal of the Preparatory department.

6. Prof. Miller, assistant in Latin, English and Mathematics, was made a regular assistant in English, his work being that of Reader of Manuscripts in the divisions of Literature and Rhetoric.

Mrs. Harriet Lyon has been chosen as supervisor of the Model School.

### 2. IN THE ORGANIZATION OF THE SCHOOL.

The general organization of the school remains practically the same in the Normal and Academic departments, this organization including *eleven departments*—English, Latin, Greek, German, French, Mathematics, History, Biology and Geology, Physics and Chemistry, Education and Art. The other *two departments*, Music and Expression, remain practically the same also. But in the Model School,



which comes under the Department of Education, some changes have been made in the organization to better adapt it to the needs of teachers of both graded and ungraded schools.

Among these changes are:

1. The division of the work into three sub-departments—the advanced grades, the intermediate and primary grades, and the kindergarten.

### 3. OTHER CHANGES.

1. The Board of Regents have approved of a recommendation that all normal graduates shall, hereafter, before receiving their diplomas, pass a final examination on all the common school branches, one subject only at each examination, at some time during their attendance on the Normal School or one of its branches. This was formerly the custom in one of these schools and is regarded a good one. The main object is, to ascertain whether those students who do their work in the common school branches before entering the Normal School or one of its branches, have done this work in a manner satisfactory to the State Board of Regents and to the President and Principals of the Normal Schools.

These examinations may be passed in any year of the course,—freshman, sophomore, junior, or senior,—as each student may choose, just so these final tests of their knowledge of the common school branches are made at some time before graduation.

(Requirements under Article 1, above, referring to final examinations on the common school branches will, in all probability, not be fully enforced during the session of 1909-'10, but will be gradually introduced from year to year.)

2. The recitation periods at Marshall College will hereafter be *one full hour* in length.

3. Except in special cases no student will be permitted to carry more than *four full* subjects, that is to say, more than 20 recitations per week, besides Laboratory, Seminary and Art. Of course there will be a few exceptions, such as cases where a student has had more or less of a subject already, where he is reviewing, etc.

This rule does not include, of course, teachers review work, although in this case we must caution them about overloading, cramming, overwork, under-rest and under-sleep.

4. No Normal student will be permitted to graduate after the year 1909-'10 who has had but *one year* of Art (or drawing). Our course in this subject actually covers 175 hours, and those students who enter our senior year when they first come here, will be obliged, even during the session of 1909-'10, to do double work in Art, and those entering the senior class thereafter will be required to do still more.

5. The tendency during the past year on the part of many stu-

dents was to do too much work and to study too long hours. *This must be stopped* if we are to safeguard the health of our students, and *this we must do*. This will be looked after in more ways than one, among which will be;

- (1). Fewer studies.
- (2). Fewer afternoon laboratory periods.
- (3). Enforced outdoor exercise or gymnasium work.

*No student will be permitted, except by permission of his class officers and by the President, to do more than two hours' afternoon laboratory work per week in any one subject.* If we are to educate, we must use educational reason and judgment about how much work a student may do, and when and how he is to do it; otherwise we must drift gradually to physical degeneration—at least deterioration—and we may as well prepare for the usual sanitarium equipment.

*No student will be permitted to carry more than four full subjects—20 recitations per week, besides Laboratory and Seminary work—except by permission of his class officers and the President.*

The reason for this ruling is three-fold:

- (a) The health of the student requires it.
- (b) Thoroughness demands it.

(c) Credit for his work in the higher grade schools, of late years, makes it compulsory.

The first questions asked now by the high grade colleges and universities to which our students go for advanced study are: "What is the length of the recitation periods?" "How many subjects are students permitted to carry?" "How much and what parallel readings are required in the various subjects?" "How much prose composition and sight translation in the languages?" "What text books are used?"

Within the last two years there has been practically an educational revolution on the subjects, "length of recitation," "number of recitations per week," "parallel readings," and a few other requirements in the interest of thoroughness, due, in no small degree to the investigations being made by the Carnegie Educational Foundations organization, and at last this has reached the secondary schools of the country, we are very glad to note, requiring them, if they want credit in the colleges and universities, to reduce their work to standards of thoroughness. The secondary schools, on the other hand, among which are the normal schools, will, in turn, have to demand higher standards of those who come to us for credits, and so the good work in the interest of thoroughness is reaching down to the very bottom of our educational system.

# PART III.

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## COURSES OF STUDY.

### WORK PREPARATORY TO ALL COURSES.

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Spelling.	Spelling.	Spelling.
Reading.	Reading.	Reading.
U. S. History I.	U. S. History II.	Physiology.
English Grammar I.	English Grammar II.	English Grammar III.
Political Geography I.	Political Geography II.	Political Geography III.
Mental Arith. I.	Mental Arith. II.	Mental Arith. III.
Written Arith. I.	Written Arith. II.	Written Arith. III.
Penmanship.	Penmanship.	Penmanship.

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### NORMAL COURSE.

#### *FRESHMAN YEAR.*

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*Latin I.	*Latin II.	*Latin III.
**Hebrew History.	**Greek History.	**Roman History.
*English Grammar IV.	*Elementary Algebra I.	*Elemen. Algebra II.
*Manual Arts.	*The Sentence and the Paragraph I.	*The Sentence and the Paragraph II.

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#### *SOPHOMORE YEAR.*

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*Latin IV.	*Latin V.	*Latin VI.
*Rhetoric I.	*Rhetoric II.	*Rhetoric III.
**English History I., or Mediæval History.	**English History II., or Modern History.	Botany.
*Academic Algebra I.	*Academic Algebra II.	*Academic Algebra III. **or Commercial Geog.

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*JUNIOR YEAR.*


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Physics I., or Chemistry I.	Physics II. or Chemistry II.	Physics III., or Chemistry III., or
Junior English I.	Junior English II.	Plane Trigonometry.*
*Plane Geometry I.	Plane Geometry II.*	Solid Geometry, or*
**Zoology (4).	**Physiography (4).	Economics, or
Manual Arts (1).	Manual Arts (1).	Astronomy.*
		**Geology and Mineral- ogy (4).
		Manual Arts (1).

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*SENIOR YEAR.*


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Methods (2).	Methods (2)	Methods (1).
Teaching (2).	Teaching (2).	Teaching (1).
Psychology (2).	Psychology (2).	Educational Psycholo- gy (2).
Manual Arts (2).	Manual Arts (2).	Manual Arts (2).
Senior English I.	Senior English II.	Senior English III.
Review Work (1).	Review Work (2).	Review Work (2).
Hist. of Education (3).	Pedagogy (3).	Ethics (3).
Domestic Science or Agr. & Forestry(3)	School Sanitation and Architecture (2).	Sociology (3).
		Child Development (1).

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Recitations in all subjects in all courses of study FIVE TIMES per week unless otherwise indicated by Arabic numerals, and ALL recitations ONE HOUR in length.

\*Classes in subjects marked thus (\*) will be organized at the opening of EACH term if enough calls for them.

\*\*Classes in subjects marked thus (\*\*) will be organized at the opening of MORE THAN ONE term if enough calls for same.

New classes in all Preparatory studies will be organized at opening of each term if need be.

All Normal Seniors are expected to be able to read simple music at sight before they graduate.

A review class in Spelling, Defining, Pronunciation and Word Study will be organized at the opening of each year hereafter for the benefit of all Seniors who fail to pass the final test in spelling at the opening of the year. This class will meet once per week.

FORTY-EIGHT "units" are required to complete this course. A UNIT is three months' work in any subject, recitations FIVE TIMES per week. A POINT is ONE-FIFTH of a UNIT.

THREE substitutions (units) from any of the other courses and only three, may be made in this course, provided the president approve of them.



## MODERN LANGUAGE COURSE.

## FRESHMAN YEAR.

** { Latin I., German, French.	** { Latin II., German, French.	** { Latin III., German, French.
*Hebrew History.	*Greek History.	*Roman History.
English Grammar IV.	Elementary Algebra I.	Elementary Algebra II.
Manual Arts.	The Sentence and the Paragraph I.	The Sentence and the Paragraph II.

## SOPHOMORE YEAR.

** { Latin IV., German, French, Greek.	** { Latin V., German, French, Greek.	** { Latin VI., German, French, Greek.
Rhetoric I.	Rhetoric II.	Rhetoric III.
* { English History I., or Mediæval History.	* { English History II., or Modern History.	*Botany or Commercial Geography.
Academic Algebra I.	Academic Algebra II.	*Academic Algebra III.

## JUNIOR YEAR.

** { German, French, Greek.	** { German, French, Greek.	** { German, French, Greek.
Junior English I.	Junior English II.	Junior English III.
Plane Geometry I.	Plane Geometry II.	Solid Geometry, or
*Zoology (4).	*Advanced Physiology	Economics, or
Drawing (Science) (1).	(4), or Physiography.	Astronomy.
	Drawing (Science) (1).	*Geology and Mineral- ogy (4).
		Drawing (Science) (1).

## SENIOR YEAR.

Physics I., or Chemistry I.	Physics II., or Chemistry II.	Physics III., or Chemistry III.
German, French Greek.	German, French Greek.	German, French Greek.
<i>Any two of these.</i>	<i>Any two of these.</i>	<i>Any two of these.</i>
Senior English I.	Senior English II.	Senior English III.

\* Six of the nine UNITS thus marked are required, at least two of which must be science.

\*\* Of the UNITS marked with a double asterisk, ONE is required when the unit marked with a single asterisk is counted; otherwise TWO are required. EIGHTEEN units of language, besides English, are required, not fewer than TWELVE of which must be Modern Language. FORTY-EIGHT units besides the Preparatory Work are required to complete this course.

A UNIT is three months' work in one subject, five recitations a week. A POINT is ONE-FIFTH of a UNIT.

For subjects that are repeated once or more each year, that is new classes organized at opening of more than one term, see foot-note with asterisk and double asterisk under Normal course on preceding page. New classes in German, French and Greek, as well as Latin, will be organized more than once per year if sufficient calls for same.

THREE units of any other course, and ONLY three, may be substituted for three in this course with permission of the President.

## CLASSIC COURSE.

## FRESHMAN YEAR.

Latin I.	Latin II.	Latin III.
Hebrew History.	Greek History.	Roman History.
English Grammar IV.	Elementary Algebra I.	Elementary Algebra II.
Manual Arts (5).	The Sentence and the Paragraph I.	The Sentence and the Paragraph II.

## SOPHOMORE YEAR.

** { Latin IV., Greek, German, French.	** { Latin V., Greek, German, French.	** { Latin VI., Greek, German, French.
Rhetoric I.	Rhetoric II.	Rhetoric III.
*English History I., or Mediæval History.	*English History II., or Modern History.	Botany or Commercial Geography.
Academic Algebra I.	Academic Algebra II.	*Academic Algebra III.

## JUNIOR YEAR.

** { Latin, Greek, German, French.	** { Latin, Greek, German, French.	** { Latin, Greek, German, French.
Junior English I.	Junior English II.	Junior English III.
Plane Geometry I.	Plane Geometry II.	Solid Geometry, or
*Zoology (4).	*Advanced Physiology, or Physiography (4)	Economics, or Astronomy.
Drawing (Science) (1).	Drawing (Science) (1).	*Geology and Mineral- ogy (4).
		Drawing (Science) (1).

## SENIOR YEAR.

Physics I., or Chem- istry I.	Physics II., or Chem- istry II.	Physics III., or Chem- istry III.
Latin, Greek, German, French.	Latin, Greek, German, French.	Latin, Greek, German, French.
<i>Any two of these.</i>	<i>Any two of these.</i>	<i>Any two of these.</i>
Senior English I.	Senior English II.	Senior English III.

\* Three of the six UNITS thus marked are required, at least two of which must be science.

\*\* Of the UNITS marked with a double asterisk, ONE is required when the unit marked with a single asterisk is counted; otherwise TWO are required. EIGHTEEN units of language, besides English, are required, not fewer than TWELVE of which must be Classic Language. FORTY-EIGHT units besides the Preparatory Work are required to complete this course.

A UNIT is three months' work in one subject, five recitations a week. A POINT is ONE-FIFTH of a UNIT.

For organization of new classes in any subject more than once per term see foot-notes under the Normal and the Modern Language courses on the two preceding pages.

THREE units of any other course, and ONLY three, may be substituted for three in this course with the President's permission.

## SCIENCE COURSE.

## FRESHMAN YEAR.

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Latin I., German, French.	Latin II., German, French.	Latin III., German, French.
Hebrew History.	Greek History.	Roman History.
Advanced Mental Arith.	Elementary Algebra I.	Elementary Algebra II.
English Grammar IV.	The Sentence and the Paragraph I.	The Sentence and the Paragraph II.
Drawing.		

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## SOPHOMORE YEAR.

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Latin IV., Greek, German, French.	Latin V., Greek, German, French.	Latin IV., Greek, German, French.
Rhetoric I.	Rhetoric II.	Rhetoric III.
English History I., or Mediæval History.	English History II., or Modern History.	Botany or Commer- cial Geography.
Academic Algebra I.	Academic Algebra II.	Academic Algebra III.

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## JUNIOR YEAR.

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Latin, Greek, German, French.	Latin, Greek, German, French.	Latin, Greek, German, French.
Junior English I.	Junior English II.	Junior English III.
Plane Geometry I.	Plane Geometry II.	Solid Geometry, or
Zoology (4).	Advanced Physiology,	Economics, or
Drawing (Science) (1).	or Physiography (4).	Astronomy.
	Drawing (Science) (1).	Geology and Mineral- ogy (4).
		Drawing (Science) (1).

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## SENIOR YEAR.

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Physics I.	Physics II.	Physics III.
Chemistry I.	Chemistry II.	Chemistry III.
Plane Trigonometry.	Spherical Trigonometry.	Analytical Geometry or College Algebra.
Agriculture and Forestry.	Mechanical Drawing I.	Mechanical Drawing II.

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FORTY-EIGHT units besides the Preparatory Work are required to complete this course.

A UNIT is three months' work in one subject, five recitations a week. A POINT is ONE-FIFTH of a UNIT.

For organization of new classes in any subject more than once per year see foot-notes under the Normal and the Modern Language courses two and three pages in front of this.

Three UNITS of any other course, and ONLY three, may be substituted for three of this course by permission of the President.

## NOTES ON COURSES OF STUDY.

The *three substitutions* referred to in the foot-notes under the courses of study can not be made for many subjects; but few of the subjects in any course are regarded of sufficiently minor importance to permit substitutions, hence before any student figures on substitutions he should consult the president, who does not look with much favor on substitutions beyond the options indicated in the various courses.

All recitations are *one hour* in length.

Read the foot-notes under the course of study in which you are interested.

Graduates from the Normal Course are entitled to a *No. One* teachers' certificate, good for *five years*, which, under certain conditions, is renewable.

The Normal Course includes 175 recitations, or hours, in Art, besides the preparation; the Language Courses include 100 recitations, and the Science Course 220 recitations.

Each of the Language Courses includes 18 *units* of language besides English, not fewer than 12 of which must be in the modern languages in the Modern Language Course, and not fewer than 12 must be in the classic languages in the Classic Course.

A *unit*, as stated elsewhere, is 3 months' work in any subject, recitations five times per week; in other words a *unit* is about 60 hours of recitation in any subject.

A *point* is *one-fifth* of a *unit*, or 12 hours of recitation.

A *term* varies from 11 to 13 weeks, except the Summer Term, which is, in fact, a half term—6 weeks.

A *session* is *nine months'* work,—from the September opening to the June Commencement.

## SUGGESTION.

When a student writes us about school matters, he will greatly oblige if he will give his County as well as his P. O. address, and write clearly, not making his "n's" and "u's" alike, especially, nor yet his "i's" and "e's." It is a safe habit to cross one's "t's" also. Many letters are returned to us because no one can read the name; hence, we guess at it and often miss it.

## TEACHERS' REVIEW WORK.

Arithmetic, Written .....	Any Good Book.....	3 months
Arithmetic, Mental.....	Brooks .....	3 months
Bookkeeping .....	Budget System.....	3 months
Civil Government.....	Any Good Book.....	3 months
Geography, Political.....	Any Good Book.....	3 months



Geography, Physical.....Tarr .....	3 months
(Patrick's Lessons, or .....	)
Grammar* .....	(Reed & Kellogg's Higher .....)3 months
( Lessons in English .....	)
History, United States....Any Good Book.....	3 months
History, General.....Any Good Book.....	3 months
History, Grecian.....Any Good Book.....	3 months
History, Roman.....Any Good Book.....	3 months
History, English.....Any Good Book.....	3 months
Drawing .....	No Text Required.....3 months
Orthography .....	Text Prepared by the president...3 months
Penmanship .....	Slanting Hand.....3 months
Physiology .....	Any Good Book.....3 months
Theory & Art of Teaching.White .....	3 months

The above subjects are taught by the most experienced members of the faculty, and are not conducted on the "cramming school" plan as is customary in the average so-called "summer normal." While the work is *review* work it is none the less thorough, and when the student makes his standing in class he gets credit on his regular Normal course for it, which is decidedly to his advantage should he graduate at some future time. Most of this work is done during the Spring term, though many teachers are with us every term to do this work.

### THE WORK.

#### OF THE COURSES OUTLINED BY DEPARTMENTS.

The work of the school is organized under *thirteen* distinct headings known as *departments*. These are:

- |            |                          |
|------------|--------------------------|
| 1. ART,    | 7. ENGLISH,              |
| 2. MUSIC,  | 8. HISTORY,              |
| 3. LATIN,  | 9. EDUCATION,            |
| 4. GREEK,  | 10. EXPRESSION,          |
| 5. FRENCH, | 11. MATHEMATICS,         |
| 6. GERMAN, | 12. BIOLOGY AND GEOLOGY, |

#### 13. PHYSICS AND CHEMISTRY.

In outlining the work under the various departments the plan adopted is, to refer to consecutive terms under any subject by means of Roman numerals. For example: Latin I. means the first term of the first year work in Latin; Latin II. means the second term of the first year work; Latin III. means the third term of the first year work; Latin IV. means the first term of the second year work, and so on up to Latin XII., which means the third term of the fourth year work. The same is true of Greek, German, French, Physics, Geometry, and all other subjects covering more than one term.

It will be observed further that "*one term*" means *three months*, and that the work of *three months*, or *one term*, in any subject,—five recitations per week,—is referred to by this school as a "*unit*," also that all recitations are *one hour* in length.

### ENGLISH.

#### PREPARATORY YEAR.

GRAMMAR I. Elementary principles of grammar. The parts of speech. *Patrick's Lessons in Grammar* is used in this course. Oral and written composition are constantly emphasized. Oral sentences illustrative of principles under immediate study are constructed and criticized in class. This practical and more technical method is expanded into short story telling in relating anecdotes, fables or incidents, in the course of which the instructor may note the unconscious application of principles under discussion. The written work of this year consists of a weekly theme, on an assigned subject within the range of the students experience. These are reviewed and corrected by the instructor, returned to the writer with individual or class criticism as the case seems to justify. Another feature of the year's work consists in a weekly or semi-monthly discussion of assigned stories. These stories must be short, interesting and wholly within the comprehension of the pupil. In these various ways the formal study of grammar is lifted out of dead and deadening routine into a live class exercise. The stimulus of real growth is felt without the sense of weight and ennui that usually attaches to formal grammatical detail.

GRAMMAR II. *Patrick's lessons in grammar continued*. The parts of speech, declension, conjugation, analysis, parsing and punctuation. Oral and written composition and study of assigned stories as outlined in I.

GRAMMAR III. Advanced grammar, Nouns, Noun Clauses, Pronouns, Adjectives, Adjective Clauses, analysis and parsing. Oral and written composition continued. Hawthorne's *Wonder Book*. *Carpenter's Grammar* is the text used.

#### FRESHMAN YEAR.

GRAMMAR IV. Advanced grammar continued. Verbs, Verb phrases, Infinitives, Participles, Adverbs, Prepositions and Conjunctions, analysis and parsing. Composition work continued. Reading Irving's *Sketch Book*. *Carpenter's Grammar* is the text used.

GRAMMAR V. *The Sentence and the Paragraph*. This is a course in analysis and composition. The structure of the sentence is studied logically by analytic detail. Daily themes consisting of a single paragraph of fifty to one hundred words form an important part of the work of this course. The *Vicar of Wakefield* is read out of class, and one recitation period of each week is given to a discussion of the

story from the various points of view which it affords. *Kimball's English Sentence*, as far as Infinitives, is the text used.

GRAMMAR VI. *The Sentence and the Paragraph*. The analytic study of the sentence completed. Scott's *Ivanhoe* is read out of class, with class treatment as in I, except that topics will be assigned for special reports. *Kimball's English Sentence*, completed.

#### SOPHOMORE YEAR.

RHETORIC I. Exercises in the correct use of Nouns and Pronouns; practice in writing narratives and descriptions (The usual requirement in Composition in Rhetoric I and II, is a theme of 300 to 400 words once a week. Occasionally a longer theme is substituted for one or more shorter ones); a study of specimens of narration and exposition in good literature; a study of George Eliot's "*Silas Marner*" as a narrative with a plot. (Some of the literature studied in Rhetoric I, II and III, is read out of class, and some of it is read in class; all of it is covered by oral and written exercises that thoroughly test the student's knowledge of the work.) Text—*Hill's Beginnings of Rhetoric and Composition*.

RHETORIC II. Exercises in the correct use of Verbs, Adjectives, Adverbs, Prepositions and Conjunctions; a study of the qualities of expression; practice in writing narratives, descriptions, and expositions; a discussion of the forms of poetry; a study of short selections as specimens of different kinds of versification; a brief study of Coleridge's "*Rhyme of the Ancient Mariner*" and Shakespeare's "*Julius Cæsar*." Text—*Hill's Beginnings of Rhetoric and Composition*.

RHETORIC III. A further study of diction and the forms of composition; daily practice in writing themes; a study of Macaulay's "*Life of Johnson*," and Burke's "*Speech on Conciliation with America*." Particular attention will be given to theme work in this course.

#### JUNIOR YEAR.

JUNIOR ENGLISH I. AMERICAN LITERATURE I. This course is mainly historical, at the close of which special attention will be given to the writers of the Revolution. The drift of English Literature in the Seventeenth and particularly the Eighteenth century is held in view for comparative or historical reasons. The course is given principally by lecture varied with frequent quizzes and discussions. Class discussions are particularly encouraged, and every effort is made to insure that vital touch of heart with subject so necessary in a soulful study of literature. The library has been supplemented by numerous reference works. The composition work of this course consists of minor themes, to be handed in each alternate Friday, and one major theme of not less than two thousand words to be handed in at the close of each term. The minor themes will consist of about two hundred words,

and are designed to test the students' ability to apply the principles of composition in his own work. A study in class of these principles will be made each Friday. While the student will have had the technical and practical features of this work previous to the Junior year, yet the direct application of his knowledge will be further insisted upon through the Junior and Senior years. The student is expected to acquire such readiness in applying the principles of Clearness, Mass, Coherence and Force, that their use will become habitual. Themes illustrating these principles will be read in class and critically discussed. Inability to practically apply the principles of composition to one's own uses and advantage is too general, and the purpose of this course is to bring theory and practice into such contact that the memory of the one can be wholly forgotten in the exercise of the other.

JUNIOR ENGLISH II. AMERICAN LITERATURE II. This course will include a hand to hand study of the leading American poets and prose writers. Very little time will be devoted to biographical detail. Minor and major themes required.

JUNIOR ENGLISH III. ENGLISH LITERATURE I. This course embraces a historical review of early English Literature, for which ample library reference is afforded, and also a study of the minor works of Chaucer, with the reading of "The Prologue" and the "Knight's Tale" of the Canterbury Tales.

#### SENIOR YEAR.

ENGLISH LITERATURE II. SENIOR ENGLISH I. Historical review of literature from Chaucer to Shakespeare. The significance of the writings of Surrey and Wyatt particularly noted. The development of the English Drama, Spencer's Fairy Queen; Cantos I. and II. read in class. Shakespeare. Minor and major themes required.

SENIOR ENGLISH II. ENGLISH LITERATURE III. Milton, Dryden, Pope, and the literature of the Eighteenth century. Critical study by lecture on contrast in spirit between Elizabethan and Eighteenth century literature. Major and minor themes required.

SENIOR ENGLISH III. ENGLISH LITERATURE IV. Poetry of the Nineteenth century. Bronson's English Poems used in this course. This course is particularly designed to inspire critical and appreciative study of great English poems from the Lyrical Ballads of Rossetti. Minor and major themes directly applicable to the work in hand required.

#### HISTORY.

This department includes History, Civics, Economics and Sociology.

The History work includes West Virginia History, United States History, Bible History, History of Greece and the Orient, Rome,



Europe and England. Two Elementary courses in United States History are offered, which students not sufficiently prepared for beginning the study of Ancient History are required to take. State History, primarily for teachers, is offered only during the Spring term. The student must master the text, due emphasis being placed upon the study of government, and acquire a satisfactory knowledge of historical geography from the use of outline maps, blackboard drawings, wall charts, etc. Collateral reading involving references to secondary authorities and selected sources, not less than 500 pages is required. More of this kind of work is demanded from advanced than from elementary classes. Bi-weekly written reports are made as to the amount read. Topics and search questions are assigned for study and written reports, it being the aim to make this sufficient to necessitate the requisite amount of reading, to stimulate the interest of the student, and to develop the judgment of the pupil with reference to the importance of leaders, measures, periods and nations. Lectures are sometimes given, but the time for class work is principally devoted to quizzes, papers upon topics previously assigned for investigation, and class discussion.

The work in Economics, Sociology and Civics is pursued in a similar way.

The following is a list of the courses given in this department:

1. THE UNITED STATES TO 1789. Text—Montgomery's *Leading Facts in American History*.
2. THE UNITED STATES SINCE 1789. Text—Montgomery's *Leading Facts in American History*.
3. THE UNITED STATES—A Teacher's Review Course.
4. THE HEBREWS. From Abraham to the Absorption of Judea by Rome.
5. THE ORIENT AND GREECE. Text—Botsford's *History of the Orient and Greece*.
6. ROME. Text—Morey's *Outlines of Roman History*.
7. THE MEDIAEVAL PERIOD. Text—Harding's *Essentials of Mediaeval and Modern History*.
8. THE MODERN PERIOD. Text—Harding's *Essentials of Mediaeval and Modern History*.
9. ENGLAND TO 1603. Text—Cheyney's *Short History of England*.
10. ENGLAND SINCE 1603. Text—Cheyney's *Short History of England*.
11. WEST VIRGINIA. Texts—Lewis, *Fast and Maxwell*.
12. CIVICS. A Study of American Government; Contrasts with European Forms. Text—Moses.
13. ECONOMICS. The Principles of Political Economy. Text—Laughlin.
14. SOCIOLOGY. Society; its Development, Relationships and Problems. Text—Small and Vincent.

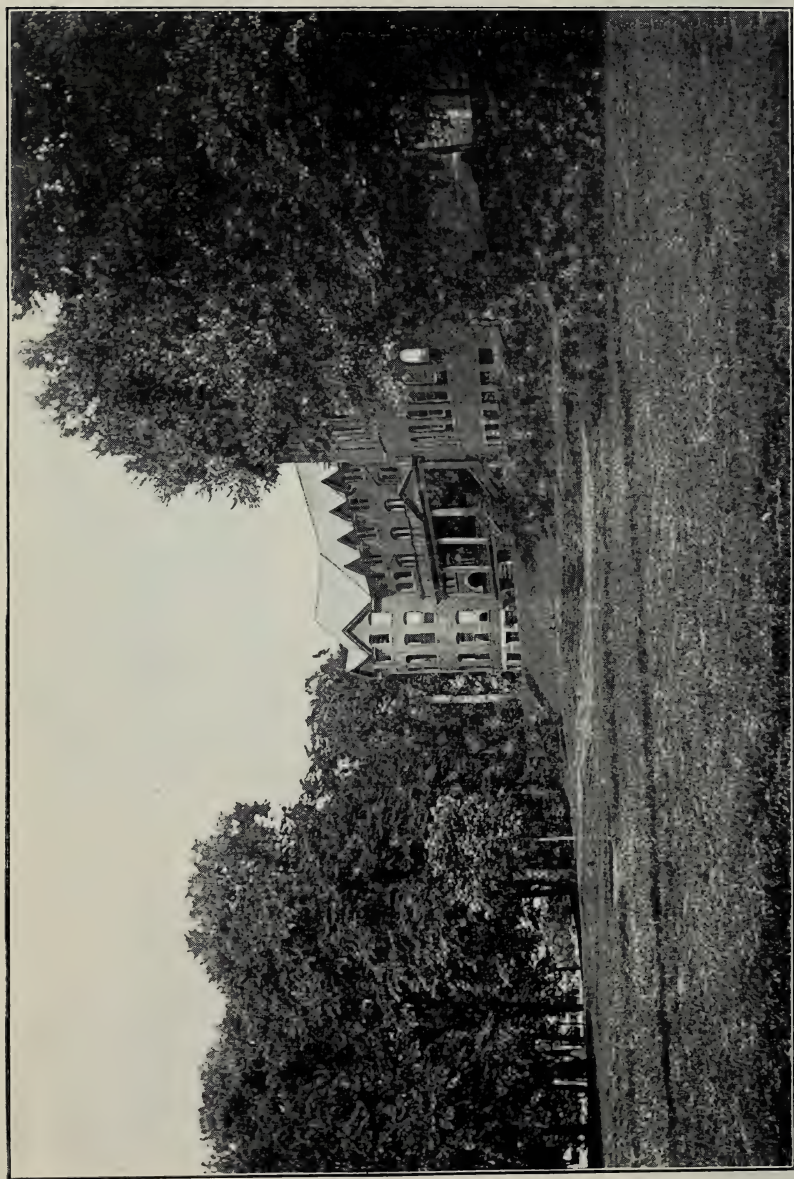


ON THE CAMPUS SOUTH OF THE COLLEGE.









COLLEGE HALL.—THIRD AVENUE FRONT.

## MATHEMATICS.

BOOKKEEPING. One unit. Text—The Inductive Set of Commercial and Industrial Bookkeeping.—Sadler-Rowe.

This is a budget system, teaching the principles of single and double entry, the use of the journal, cash book, ledger, balance sheet, how to keep a bank account and how to prepare all papers necessary in conducting an ordinary retail business.

MENTAL ARITHMETIC I. Drill in the four fundamental operations, factoring, fractions and tables of weights and measures.

The easy problems are omitted—problems are solved without book or pencil.

*Dubb's Complete Mental Arithmetic* to Section IV., page 125.

MENTAL ARITHMETIC II. Proportion, interest, involution and evolution, miscellaneous problems. Solution of problems without book or pencil.

MENTAL ARITHMETIC III. *Brook's Mental Arithmetic* completed, beginning at Section VI., page 102.

ARITHMETIC I. Fractions, decimal fractions, denominate numbers, longitude and time. *Milne's Standard Arithmetic*, pages 99 to 204.

ARITHMETIC II. Practical measurements of surface, percentage, profit and loss, taxes, duties, insurance, interest—partial payments, discount, stocks and bonds, exchange. *Milne's Standard Arithmetic*, pages 204 to 311.

ARITHMETIC III. Ratio, proportion, involution, evolution—square and cube root, progressions, divisors and multiples, circulating decimals, measurements of solids, metric system. *Milne's Standard Arithmetic*, pages 312 to 417.

ALGEBRA I. The four fundamental operations, the solution of simple equations, factoring, divisors and multiples. *Milne's Elements of Algebra*, to page 90.

ALGEBRA II. Fractions, principles of involution and evolution. *Milne's Elements* completed.

ALGEBRA III. Factoring, divisors and multiples, fractions, complex fractions, the solution of equations of the first degree containing one or more unknown quantities. *Milne's Standard Algebra*, pages 92 to 207.

ALGEBRA IV. Involution and evolution, fractional and negative exponents, quadratic equations—simultaneous quadratic equations. *Milne's Standard Algebra*, pages 207 to 350.

ALGEBRA V. General review, ratio and proportions, the progressions, imaginary numbers, elementary treatment of inequalities, variables, binomial theorem, use of logarithms, undetermined coefficients, permutations and combinations. *Milne's Standard Algebra* completed.

GEOMETRY I. Plane Geometry. Demonstrations of theorems and constructions and demonstrations of problems, lines, triangles, quadrilaterals, polygons and circles. *Milne's Geometry*, Books I and II.

GEOMETRY II. Plane Geometry. Ratio and proportion, demonstrations of theorems, constructions and demonstrations of problems, including lengths of lines and areas of triangles, parallelograms, trapezoids, regular polygons and circles. *Milne's Geometry*, Books III., IV., V. and VI.

GEOMETRY III. Solid Geometry. Demonstrations of theorems and problems, including planes, dihedral and polyhedral angles, prisms, pyramids, similar and regular polyhedrons, cylinders, cones and spheres. *Milne's Geometry*, Books VII., VIII., IX.

TRIGONOMETRY I. Plane Trigonometry. Definitions of trigonometric functions and ratios, functions of 0, 30, 45, 60, 90, etc., degrees, formulas for the sine, cosine, tangent and cotangent of the sum and difference of two angles, for twice an angle and half an angle, anti-trigonometric functions, the use of trigonometric tables and the solution of right and oblique triangles. *Wells' Plane Trigonometry*.

TRIGONOMETRY II. Spherical Trigonometry. Deviation of formulas for right and oblique spherical triangles, Napier's rules, six cases of oblique triangles, area of spherical triangles, geographical and astronomical problems. *Wells' Spherical Trigonometry*.

ALGEBRA VI. (COLLEGE ALGEBRA). The course in College Algebra includes the following required subjects: Inequalities, indeterminate equations, mathematical induction, logarithms, undetermined coefficients, partial fractions, the general discussions of the binominal theorem, the exponential and logarithmic series, theory of equations.

The subjects—convergency of series, summation of lines and determinates, will be optional. *Wells' University Algebra*.

ANALYTICAL GEOMETRY. Plane Analytical Geometry, co-ordinates, loci of equations, the straight line, parallels and perpendiculars—the circle, parabola, ellipse and hyperbola, tangents and normals, poles and polars. *Nichols' Analytical Geometry*.

### BIOLOGY AND GEOLOGY.

The courses in this department are so arranged that each course depends upon the one preceding it. Students are required to take the subject in the order named, but may follow one or both of the two divisions.

The courses are given as follows:

#### BIOLOGY COURSE:

Drawing

Physiology I.

Botany

Zoology

Physiology II.

Forestry

Agriculture or Domestic Science

#### GEOLOGY COURSE:

Drawing.

Political Geography.

Commercial Geography.

Physiography.

Mineralogy.

Geology.

Astronomy.



## GEOLOGY COURSE.

**DRAWING.** Students are required to take this course in preparation for work in science. This course follows the outline of courses in the Art Department. The following topics are emphasized: Principles of free-hand drawing with pencil, pen, and brush; color; map-drawing; structural drawing; modeling; and block diagrams.

**POLITICAL GEOGRAPHY I. NORTH AMERICA.** 1. The general work in Geog. I. will be a study of North America. The special point during the first part of the term will be the agencies which change topography. A study of the topographic features that occur in the vicinity. The problems and processes involved in drainage are illustrated near school grounds. A general study of glaciation will be made with special application to New England.

From a knowledge of the rocky soil and through the use of pictures and descriptions, a study of rivers, forests, hills, boulders, water power, and climate of the region in relation to the principal industries—manufacturing, agricultural and fishing, will be made.

Location of towns and cities as determined by the topographic causes will be noted. The rocks in the vicinity will be studied.

2. A study of the topographic regions of the United States with a special study of the Mississippi basin industrially considered: (1) cotton belt, (2) grain belts, (3) sugar cane belt, (4) rice belt, (5) grazing belt.

3. A study of the entire continent, including polar and tropical regions, will be continued.

Visits will be made to the industrial plants in the city which will supplement class room work.

4. During the entire year for political geography, current geography will have an important place in the curriculum. A period each week will be devoted to the study of current events.

5. Expression. Drawings illustrating type scenes of plains, mountains, arid regions and tundra will be made; also map showing plateaus and mountains.

**POLITICAL GEOGRAPHY II. EURASIA.—I.** What we owe to Eurasia.

2. Location:

Extent;

Shape;

Coastline.

3. Topography: Location, extent and altitude of mountains, plateaus and plains.

4. Drainage: Great continental slopes. Location of the Arctic, Pacific, Atlantic, Indian and inland drainage systems.

5. Climate: Prevailing winds. Monsoons. Cause of Monsoons, effect of ocean currents. Areas of heavy precipitation, of little precipitation. Account for these conditions.



6. Vegetation: Location and areas of tundra, forest, steppes, deserts and "black earth region." Reasons for position of each. Effect of each upon human life.

7. People: Regions where important civilizations have developed and persisted to the present time.

Conditions favorable to the growth of European civilization, to the Indian and his civilizations, to the Chinese and his civilizations.

8. Our commercial relations with the leading countries will be emphasized.

9. Sand models, chalk models, maps, drawings of type scenes will be an integral part of the work.

#### POLITICAL GEOGRAPHY III. SOUTH AMERICA, AFRICA, AUSTRALIA.

1. South America: A continent similar to North America in structure, but differing in its climatic conditions—hence differing in its agricultural, commercial and social relations.

The same general plan is followed as in the study of North America. Museum collection will be used to illustrate the trade relations between the United States and South America.

2. Africa: A continent differing in structure from those already studied. A continent greatly retarded in its development because of its desert conditions, plateau formation, and slightly eroded river valleys.

Points to be considered, and purpose to be attained are the same as in previous study.

3. Australia: A continent similar to South America in location, but differing from it in climatic, industrial and commercial features.

A study of current events during the year serves to unite all continents with our own.

COMMERCIAL GEOGRAPHY. This course comprises a study of the people in their industrial and institutional life, and a comparative study of the commercial nations. A period each week is devoted to the study of current events related to the course.

The pupil is first made acquainted with library methods of study. The following topics are considered: Dewey System of Classification, Card Catalogues, Indices and Bibliographies.

The course is outlined as follows:

1. Natural conditions controlling commerce, the principles of trade; unequal endowment of regions in advantages of position, in relief, minerals, soil, climate, character of vegetation, industrial development.

2. Means of transportation: Conditions and forces of land transportation; of water transportation; function of water ways in fixing rates; character and significance of harbors; the logic of ocean routes.

3. Means of communication: The postal, the parcels post, ocean cables, the telegraph, the telephone, wireless transmission.

4. Commodities of the countries taken up in topographic sections with special reference to the United States.

5. The development of manufacturing, with special reference to our own country and State.

6. Government revenues from commerce: Direct taxes, indirect taxes, tariffs, internal revenues. Government aids to consular officers, lighthouses, harbors, navies, subsidies, bounties, publications, fairs, expositions, commercial museums.

A museum showing the actual material of commodity in its various stages of preparation of manufacture is to be found on the third floor.

**PHYSIOGRAPHY.** The aim of this course is to cultivate the scientific habit of thinking. We accept most of our knowledge as pure information. The plan is to question the student in such a way that he will have to think out the answer with the lesson as a basis of thought rather than repeat what has been memorized from a book. Each student is required to do this thinking while standing, that he may attain self assurance and be an easy thinker. The topics are taken up in the following order: 1. The Earth as a Globe. 2. The Atmosphere. 3. The Land. 4. The Ocean.

Experiments are performed in presence of the class. Each member then writes up the exercise, keeping three points in view—method, observation, and inference.

It is proposed to introduce exercises in the geographical laboratory. It is intended that the pages of questions and directions be bound with class exercises in the note book. The laboratory is abundantly supplied with a globe, maps, relief models, and about a hundred topographic folios of the United States Geological survey. Practice is given in reading pictures so that the pupil may acquire ability to interpret geographical forms.

Excursions are made to illustrate the general principles.

**MINERALOGY AND GEOLOGY.** This course is open to those only who have taken physiography. The aim of the first part of the course is to enable the student to know and identify minerals, rocks and soils—their properties, uses, varieties and classification. The student is expected to do field work and make individual collections. Each student is furnished with a cabinet of 30 minerals, a blow-pipe and other necessary appliances.

The latter part of the term is devoted to geology proper. The class work includes a study of the principles of geology and collateral reading.

The laboratory exercises in this part of the course are designed to illustrate by means of rocks and fossils, photographs, maps and sections, the origin and mode of occurrence of the local formations of the state, their interpretation and representation. The study of the

coal formation in the state as to economical importance, varieties, properties and history of coal age is emphasized.

The field excursions comprise a series of observations upon the weathering of rocks; the Ohio river phenomena; stratified rocks, including conglomerates; sandstones, shales and limestones; folds; joints; cleavage; terraces; ox-bow cutoffs; coal formation; iron formation; concretions; dendrites, and a collection of fossils. The region offers abundant resources for geological study.

ASTRONOMY. To this subject one term, three months, is given. The object being to give the student an intelligent grasp of the fundamentals of astronomy. *Moulton* is used as a text.

#### BIOLOGY COURSE.

PHYSIOLOGY I. This course consists of the study of an elementary text book. The practical application of the facts of anatomy and physiology to personal hygiene are always emphasized. The text book work is illustrated by charts and drawings. In demonstrating the gross anatomy of organs the instructor dissects such animals as the cat or rabbit. The vital processes in living animals are demonstrated such as the circulation in the web of a frog's foot, the respiratory movements, the pulse wave, etc. The subject is also taught by the aid of a human skeleton, microscopic sections of tissues, and experiments.

BOTANY. This course aims to impart to the student an insight into the life of plants—dealing with the principal topics in Botany—structure, functions, habits, classification, distribution, adaptations and uses.

The practical work in this course is conducted in small sections under the direct supervision of the head of the department. Each pupil keeps a record of notes and fully labeled drawings made at the time of original observations. The drawings should aim at simplicity, clearness and accuracy. No shading is allowed as it is believed that shading of drawings indicates equal shading in the mind of the observer. Each student is expected to gain some facility in determining the names of plants by the use of manuals. Constant practice is given in dissection by use of the simple microscope, and to a less extent, by the use of the compound microscope. The methods of teaching the subject matter and the laboratory work in the public schools is illustrated to some extent.

The plants cultivated in the three window gardens of the laboratory afford ample material for demonstration. A herbarium is being added to this equipment. The topics for laboratory study are as follows: The seed, the seedling, the root, the stem, buds, the leaf, the flower, and the fruit.

These exercises are supplemented, weather permitting, by field excursions.

**ZOOLOGY.** This course is designed to give the student a knowledge of the general principles of Zoology and to offer a foundation for physiology. It includes a discussion of animals as regards their habits, parts, (structure and function), development and adaptations to environment. Occasional lectures are given on the most recent papers related to Zoology.

The laboratory exercises consist of a study of material which illustrates the principles taught in the class room. The common representatives of each group of animals are studied and drawn. It is proposed to dissect the following animals: Locust, Clam, Worm, Frog and Pigeon.

Each student is assigned dissecting instruments and a locker in a large, well lighted laboratory on the first floor. Students in the laboratory also enjoy the advantage of seeing live specimens close at hand, as well as extensive museum collections. Special emphasis is placed on insects and why they are useful or injurious. There are over a hundred specimens of insects mounted for class work. The library adds to this rich equipment a complete set of standard reference books.

**PHYSIOLOGY II.** This course is designed for advanced students who are particularly interested in physiology and also for those who wish to lay a broad foundation for the teaching of physiology or the subsequent study of human anatomy as medical students.

The laboratory work is planned so that students may work out the results of their own observations. The examination and dissection of the cat is taken up in the laboratory, coincidently with the systematic study for recitation. A part of the laboratory work consists of the study with the microscope of the minute structure of the more important tissues and organs of the body. Each student is assigned a complete set of dissecting instruments, a dissecting pan, and a private drawer. Note books are required which contain notes and drawings made in the course of the laboratory work.

**FORESTRY** (*To be taken with Agriculture*). This course will comprise the study of the trees and shrubs of this region with special reference to the woodlot. The identification of trees by external features will receive considerable attention. It is proposed to have all the species of trees in West Virginia represented on the campus. The following topics will be considered: The characteristics of forests; the forest regions of the United States; trees important in forestry; care of the woodlot; methods of reproducing forests, including pruning and grafting; tree planting; and forest laws of the United States and West Virginia.

In the field work of this course, excursions will be made to tracts of forests in the neighborhood of Huntington. Each student will be given practice in the description of the following: Wood-



lots; local species of trees; reproduction cuttings; thinnings and other sorts of improvement cuttings.

**AGRICULTURE.** Since agriculture is based on so many sciences it is desirable that it follow Geology, Chemistry, Botany and Zoology. Subjects are selected which concern the plants and animals that are used on the farm. The following topics are considered: Soil; Tillage; Drainage; Irrigation; Fertilizers; Nitrogen problem; Rotation of crops; Economic Plants; Plant Food; Plant Breeding; School Gardens; Variation; Heredity and principles of animal breeding.

The study of government bulletins is an important feature of the course. Many reference books have been added to the library.

It is proposed to make a museum collection to illustrate common plant diseases. A large collection of the injurious insects of the State is at the disposal of the students.

Field lessons on soil, crops, grazing, etc., are an important element of the course.

#### ANCIENT LANGUAGES.

In the work of these departments there is a constant effort to lead the student to realize the vital connection existing between English and the classic languages, as well as to appreciate the literary and historic value of the masterpieces he reads. The best maps and pictures supplement the class room instruction. The library is well supplied with works for reference and parallel reading.

The work of these departments is thoroughly practical. Those who are fitting themselves to teach in our public schools may gain from a careful study of the classics, ease, accuracy, and variety of expression in the use of English, as well as broad mental culture.

#### LATIN.

The work in Latin covers 4 years, or 12 units, 5 recitations per week, of one hour each. The first 6 units, covering 2 years, are compulsory in the Normal Course.

**LATIN I.** Beginners' Book, first 34 lessons. Text—*Pearson's Essentials of Latin*.

**LATIN II.** Beginners' Book, lessons 35-65 inclusive. Text—*Pearson's Essentials of Latin*.

**LATIN III.** Beginners' Book completed; Cæsar's Gallic War, Book I., first 20 chapters. Texts—*Pearson's Essentials of Latin*; Cæsar, *Harkness & Forbes*; grammar, *Bennett*.

**LATIN IV.** Cæsar's Gallic War, Book I., completed, Book II. Prose composition, 18 lessons. Texts—*Harkness & Forbes*; grammar, *Bennett*; prose composition, *Riggs in Latinum*.

**LATIN V.** Cæsar's Gallic War, Books III. and IV. Prose composition, 18 lessons. Texts as in Latin IV.

LATIN VI. Cicero against Catiline, Orations I., II. and III. Prose composition, 18 lessons. Texts—*Forbes' Prose Composition; Riggs' in Latinum; Bennett's* grammar.

LATIN VII. Cicero, 4th Oration against Catiline, Oration for Poet Archias and Oration for Marcellus; Vergil's Aeneid, Book I., 410 lines. Prose composition, 10 lessons. Texts—Cicero, *Forbes*; Vergil, *Bennett*; Prose Composition; *Riggs' in Latinum*; grammar, *Bennett*.

LATIN VIII. Vergil's Aeneid, Book I., completed, Books II. and III. Text—*Bennett*; grammar, *Bennett*.

LATIN IX. Aeneid, Books IV., V., and VI. Text—*Bennett*; grammar, *Bennett*.

LATIN X. Cicero, De Senectute and De Amicitia. Prose composition, 10 lessons.

LATIN XI. Horace, selected Odes, Epodes, and Satires; Ars Poetica.

LATIN XII. Livy, Books XXI. and XXII. Prose composition, 10 lessons.

Courses I., II., and III., comprising the work of the first year, cover pronunciation, inflection, vocabulary, syntax and easy translation from Latin into English and English into Latin.

Courses IV. and V. have as their particular object facility in translation. They embrace, as leading to this end, a thorough review of inflection and syntax, and a study of the history and geography involved in Cæsar's Commentaries.

In Courses VI. and VII., in addition to the emphasis placed all the way through on form and syntax, attention is given to the elements of Cicero's eloquence, and the condition of the Roman Commonwealth.

Courses VIII. and IX. lay particular stress upon scansion, figures, and mythology.

The effort, through these nine courses, is to secure such mastery of form and syntax that the words of the authors taken up in courses X., XI. and XII. may be studied chiefly as vehicles of thought and masterpieces of literature.

### GREEK.

The work in Greek covers 3 years, or 9 units, 5 recitations per week, of one hour each.

GREEK I. First Greek Book, first 41 lessons. Text—*White*.

GREEK II. First Greek Book, lessons 42-72 inclusive. Text—*White*.

GREEK III. First Greek Book completed; Xenophon's Anabasis, Book I., first 8 chapters. Text—*White*; Anabasis, *Harper and Wallace*; grammar, *Hadley-Allen*.

GREEK IV. Anabasis, Book I. completed. Book II. Prose composition, 10 lessons. Text—*Harper and Wallace*; grammar, *Hadley-Allen*; Prose composition, *Gleason*.

GREEK V. *Anabasis*, Book III.; Homer's *Iliad*, Book I.; Prose composition, 10 lessons. Texts—*Harper and Wallace*; *Hadley-Allen*; *Gleason*; *Iliad*, *Seymour*.

GREEK VI. *Iliad*, Books II. and III., with selections from Book VI. Prose composition, 10 lessons. Texts—*Seymour*, *Hadley-Allen*, *Gleason*.

GREEK VII. *Lysias* and the Minor Poets. Prose composition, 10 lessons.

GREEK VIII. Selections from *Herodotus*, *Thucydides*, and *Xenophon's Memorabilia*. Prose composition, 10 lessons.

GREEK IX. *Plato*, *Apology* and *Crito*. Prose composition, 10 lessons.

Courses I. and II. involve thorough drill in pronunciation, accent, inflection, and vocabulary.

In Course III. connected translation is begun, accompanied by a thorough review of form and syntax. The principal parts of 90 irregular verbs are memorized.

In Courses IV. and V. an effort is made to get a good working knowledge of Attic form and idiom; in Course VI. particular attention is given to the Homeric dialect and idiom, and to figures, scansion, and mythology.

Beginning with Course II., sight reading in the New Testament is done once a week. Text—*Westcott & Hort*.

In the work of the second and third years, a constant effort is made to lead the student to comprehend and estimate correctly the literary, historical and ethical merits of the masterpieces he studies; to teach him to regard them as vehicles of thought, and as a stimulus to clear thinking.

## MODERN LANGUAGES.

### GERMAN.

STATEMENT. The German department has been organized not only on a literary basis, but also on that of a practical use of the German language, hence the German is constantly used in the class room. Attention is given daily in the elementary courses to pronunciation and conversation.

In Courses IV., V., and VI. difficult passages are sometimes translated, but usually all explanations are made in German. Thorough drill in composition and letter-writing is required and correspondence with German students is encouraged.

Stress is laid on literary excellence in Courses VII., VIII. and IX. and an effort is made, by means of a study of the life, manners, and customs of the Germans to arouse in the student a desire and an interest to continue the study of this language.

Courses X., XI. and XII. in addition to the reading of the classics involve much parallel reading in German and original written work based on the literature and history of the works studied.

OUTLINE. German I., First German book. Text—*Collar's*, first 28 lessons. Exercises daily in pronunciation based on Victor's and Klinghardt's methods.

GERMAN II. *Collar's* "First Year German," lessons 28-45 inclusive. Reading, *Guerber's* "Maerchenword, Erzählungen," Parts I. and II. Memorizing of poetry.

GERMAN III. *Collar's* "First Year German," completed. Reading *Storm's* "Immensee;" *Heyse's* "L'Arrabiata," with written exercises. Memorizing of poetry. Sight reading.

GERMAN IV. *Deutsche Grammatik*, Text—*Spanhoofd*; German Grammar, *Thomas*; Reading and discussion in German, "Willkommen in Deutschland," Text—*Mosher*. Study of idioms.

GERMAN V. *Deutsche Grammatik*; German composition. Text—*Pope*. Study of idioms.

READING. "Höher als die Kirche," *Hillern's* *Tangenichts Eichendorf*.

GERMAN VI. Same grammar work continued.

READING. "Der Neffe Als Onkel," *Schiller*; Sight Reading, "Geschichten Vom Rhein" *Pope's* German Composition; Poetry, *Hatfield's* "Lyrics and Ballads."

GERMAN VII., VIII. and IX. *Lessing's* "Minna von Barnhelm," *Schiller's* "Wilhelm Tell," *Goethe's* "Herman and Dorothea," *Hatfield's* "Lyrics and Ballads," original composition work.

GERMAN X., XI., XII. *Schiller's* "Wallenstein's Tod;" *Lessing's* "Nathan's der Weise;" *Goethe's* "Egmont;" *Heine's* Poems; Parallel Reading; *Scherer's* *Geschichte der Deutschen Literatur*; *Goethe*, by *Carl Heineman*, *Schiller*, *Wychgram*, *Deutsche Literaturgeschichte*, *Robert Koenig*.

### FRENCH.

FIRST YEAR. Grammar, *Otto Bocher*. Two hundred pages.

Reading. First term: "Le Chien du Capitaine," *Enault*.

SECOND TERM. "Mon Oncle et Mon Cure," *La Brete*, with composition work based upon it.

THIRD TERM. "La Belle Nivernaise," *Daudet*, with composition work.

SECOND YEAR. Grammar. *Otto Bocher*, completed.

Reading. First term: "Tartarin sur Les Alpes," *Daudet*.

SECOND TERM. "Le Roi des Montagnes," *About*.

Second term. "La Tulipe Noir," *Dumas*.

THIRD TERM. "Quatre-Vingt-Freize," *Hugo*. Composition and diction through the year.

THIRD YEAR. Grammar reviewed. Reading. Verse and drama.

Special attention given to the works of *Hugo*, *Moliere* and *Racine*. Composition through the year.



FOURTH YEAR. Grammar work in connection with composition continued. Various of the classics, the selections varying from year to year, are read in the fourth year; frequent drills in sight reading and composition based upon the classic being studied are made a distinctive feature of the work. French literature as a literature receives liberal attention in this year, and French authors and their writings receive individual attention in addition to the study of French literature as a whole.

### PHYSICS AND CHEMISTRY.

A year is given to each of these subjects. Individual laboratory work, from two to four periods a week, is required of all students. A laboratory fee of one dollar a term in Physics and two dollars a term in Chemistry is required. An additional fee for any excessive amount of breakage due to carelessness will be charged. The laboratory has just been fully equipped with abundant apparatus and individual desks with gas and water for a class of sixteen students working at once. In Physics at least thirty-five experiments of a quantitative nature are required and the most exacting requirements of the colleges such as those of the College Entrance Examination Board, are fully met. The course does not rest satisfied with this, however. A large amount of qualitative experimentation is done to add interest to the subject and give future teachers skill in the manipulation of apparatus. The work in Chemistry is similar, except that it is more largely qualitative and should, if possible precede that in Physics. More attention can be given to the needs of future grade teachers as the college requirements are much less exacting than in Physics. In both subjects the industrial side is strongly emphasized. Numerous excursions are made, such as to the ice plant, the power house, pottery, glass works, locomotive shops about town, and the steel works at Ashland. Those intending to teach are encouraged to give talks illustrated by experiment to the younger classes.

The text books used are Millikan & Gale's *Physics* and Newell's *Descriptive Chemistry*.

### EDUCATION.

The work of this department includes:

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1. Ethics.                       | 7. School Sanitation and Archi- |
| 2. Pedagogy.                     | tecture.                        |
| 3. Methods of Teaching.          | 8. School Administration and    |
| 4. Psychology, Pure and Applied. | Supervision.                    |
| 5. Child Development.            | 9. Practice in Teaching.        |
| 6. History of Education.         | 10. School Visiting.            |

- |                             |                       |
|-----------------------------|-----------------------|
| 11. Sight Reading in Music. | 15. Library Work.     |
| 12. Drawing and Color Work. | 16. Orthography.      |
| 13. Manual Arts.            | 17. The Seminaries.   |
| 14. Special Lectures.       | 18. The Model School. |

## ETHICS.

Theoretical Ethics is considered at first with a view to finding the nature and authority of the moral standard. This is followed by a consideration of the practical side as applied to the life of the individual and to the moral training of children. Especial effort is made to impress upon teachers the need in our schools for the Ethics which make for clean, wholesome and sane living. *Mackenzie's Manual of Ethics*, is the class text. The required readings include many books by the best authorities of the day.

## PEDAGOGY.

This subject is treated from a psychological point of view, since we believe this to be the basis of all true pedagogy. The principles of teaching are discussed especially from the standpoint of their bearing upon the general and class-room methods. The text is *Boyer's Pedagogy*. The required readings are from the best practical educators of the day.

## METHODS.

The work in Pedagogy is supplemented throughout the year by lectures upon the teaching of every subject included in the common school curriculum. Members of the class are encouraged to ask questions and to discuss, in class, their own methods and experiences, and to compare notes as to results, thereby gaining mutual benefit. The advantages of these lectures and discussions are seen at once in the work of the student teachers in the Model School. Many texts are used as references upon the various subjects discussed.

## PSYCHOLOGY AND CHILD DEVELOPMENT.

In the fall and winter terms, lecture courses are given in pure Psychology, dealing especially with the subjects of *habit, attention, heredity, will, instinct and emotion*.

These courses are followed by one in Educational Psychology, applying the principles considered immediately to the education of the child.

The subject of Child Study follows, based upon the previous work. Here, *Tracy's Psychology of Childhood* is used. All of these courses are supplemented by a large amount of required reading.

## HISTORY OF EDUCATION.

In this course the purpose is to give students a general knowledge of some of the most important epochs in educational progress, by means of a study of the lives of famous early educators. The advantages of the course are two-fold: Inspiration comes from familiarity with the teachings and experiences of the pioneers, and a knowledge of their mistakes and failures serves as a safeguard to the young teacher. The text-books used are *Seeley's History of Education* and *Quick's Educational Reformers*. A large amount of required reading is added.

## SCHOOL SANITATION AND ARCHITECTURE.

The work under this head is made somewhat comprehensive, including art in several forms, especially in the way of school room ornamentation, also landscape gardening, as well as the leading topics falling under this subject,—architecture pure and simple, heating, ventilating, outhouses, &c. *Bailey & Burrage* is used as a text.

## SCHOOL ADMINISTRATION AND SUPERVISION.

This work continues throughout the year in connection with the training work in the Model School, and in connection with the work in methods in the Pedagogy Seminary special lectures on the subject are given by the head of the department.

## THE TRAINING WORK.

The opportunity for observing and sharing in the actual teaching of children belongs only to those institutions which are able to support a model school. That the requirements at Marshall College are rigid only goes to show the high estimate which is placed upon an opportunity of this kind. Normal seniors are obliged to give to this work a period a day for at least one term. Many gladly spend much more than the required time for the sake of the practice. We regard the Model School as the laboratory of the training department, for the young teacher.

It is not enough to listen to and absorb the theories of the instructor; he should have a chance to observe for himself the practical working of these theories. Not only this, he should have as wide and comprehensive a view as possible. Here the Model School plays a most important part. No amount of theory or observation takes the place of actual practice.

The teacher who has had little or no experience goes into his first school full of enthusiasm it may be, but with many serious lessons to learn.

It is far better that these lessons be learned as quickly as possible and under the direction of a supervisor whose business it is to find defects and to point them out. He is not left to himself to learn his lesson through needlessly bitter experience and an unnecessary expenditure of time.

If he has entertained too high an estimate of his own qualifications, this is soon modified by his growing knowledge of the real demands upon him; on the other hand, his more intelligent view of the problems presented and the possibilities of meeting them give him a confidence in himself which is justified by the new power growing within him. He begins to develop rapidly, to throw aside old prejudices and notions and to form a more accurate estimate of the requirements of the profession.

We contend that inborn fitness to teach and power of personality are absolute essentials, but we also insist that careful training is equally as essential; that it is the only remedy for the reckless waste of time and numberless mistakes which are the portion of the teacher who enters upon his work without adequate preparation.

#### SCHOOL VISITING.

All members of the Normal senior class are required to visit at least ten schools outside of our own town, during the year. These visits are for the purpose of studying the work of other teachers; their methods, system, discipline, courses of study and general plan. A report of each visit is made to the superintendent of the Training Department, not with the idea of criticism, but rather in order that she may see what has been gained by the experience. Ten visits for observations on the class work of our own school, and reports of these visits are required.

#### SIGHT READING IN MUSIC.

The course in sight reading is intended to fit the student for teaching the elements of music in the public schools. At the close of the course he must have some degree of skill in tone perception, must know something of the principles of deep breathing and breath control, and must be able to pass an examination on simple technique.

He must also have at his command a good theory of teaching which he is able to put into practice in the training of children, and must therefore, be able to read simple music at sight.

#### DRAWING AND COLOR WORK.

The work under this head includes:

1. Drawing of natural and artificial forms in the flat and from the object.



2. Illustrative drawing.
3. An understanding of color, color mixing and the matching of tones in art and nature.

The requirements are:

1. A thorough understanding of the principles of drawing.
2. Knowledge of the theory of color.
3. The power to present the subject in its various phases to grade pupils.

#### MANUAL ARTS.

All Normal seniors are required to take work in manual training, twice per week, under the instruction of the head of the Art Department.

The work includes the following subjects:

1. Clay Modeling.
2. Paper Cutting.
3. Card Board Construction.
4. Wood Work.
5. Sewing.
6. Textiles.
7. Stenciling.
8. Venetian Iron Work.
9. Leather Tooling and Book Binding.

#### SPECIAL LECTURES.

These are divided into two classes; those purely of an academic nature and those on professional subjects. The speakers are invited by the president and the subject named by him, on which the lectures are to be delivered.

#### THE PROFESSIONAL LIBRARY.

The professional library is unique. We have placed at the command of the young teachers, for study, the best and latest texts to be found in all of the subjects taught in the grades, as well as many of the works of the foremost writers on professional subjects. Seniors are encouraged to consult these books and to acquaint themselves with their contents in connection with each subject as it is discussed in the class in pedagogy, and also to use them for reference and side helps in teaching.

#### ORTHOGRAPHY.

In Orthography the requirements are:

1. Ability to pass the final test on spelling—100 words selected from a list of 5,000.
2. Ability to pronounce, by the use of Webster's diacritics or orally, 75 out of 100 words selected from the vocabulary of the educated man.
3. Ability to define 100 words selected from a list of 1,000.

4. A fair knowledge of words in the way of word analysis, synonyms, homonyms, and antonyms, and of vowels, consonants, mutes, liquids and pnonetics.

5. Familiarity with the more important rules of spelling.

#### THE SEMINARIES.

The Senior Seminary is modeled after the "seminar" of the universities, simplified to meet our needs. Its purpose is to develop the habit of reading, the ability to collect and logically arrange material for public presentation and to stand before an audience and present a subject clearly and readily.

The meetings are held on Thursday afternoons. Once in two weeks, some important pedagogical subject is offered by a member for criticism and discussion.

A printed syllabus accompanied by a good bibliography, is prepared and the subject presented orally by the student who is the chief speaker of the afternoon.

After the presentation a discussion follows in which all of the members are expected to take part. This discussion includes criticism of the form of the syllabus, the English used, the subject matter, and the opinions expressed.

On alternate Thursdays the current events seminary is held.

Subjects connected with present day interests are discussed and in addition, reports are made from Congress and the State Legislature, when in session, and from foreign countries.

At the end of the year all seniors must pass a rigid examination upon the work of the year.

#### THE MODEL SCHOOL.

KINDERGARTEN. This division of the Model School becomes a feature during the session of 1909-'10 for the first time, constituting the *elementary year* of this school. Details of the organization are not complete at this writing—June 15, '09,—but arrangements have been made to place this part of the Model School work on a permanent and up to date basis, both in equipment and in supervision and teaching force.

FIRST YEAR WORK. 1.—Reading by Words and Sentence Building. Objective Number Work. 2.—Sense Training. 3.—Elementary Spelling and Phonics. 4.—Beginning English. 5.—Writing Vertical Slant. 6.—French or German Conversation. 7.—Nature Study and Health Talks. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature—Fairy Stories and Fables.

SECOND YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—Elementary English. 5.—

Writing. 6.—French or German Conversation and Translation. 7.—Nature Study and Elementary Physiology. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature, Stories and description, Indian Work, Hiawatha, Eskimo Work. 11.—Geography Talks and Descriptions.

THIRD YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing Based on Nature Study. 9.—Sight Reading in Music and Song. 10.—History and Literature Stories, Greek Myths. and Description. 11.—Geography Talks and Descriptions.

FOURTH YEAR WORK. 1.—Reading. 2.—Elementary Arithmetic. 3.—Orthography. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Elementary U. S. History. 11.—Elementary Geography.

FIFTH YEAR WORK. 1.—Reading. 2.—Elementary Arithmetic. 3.—Orthography. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Elementary U. S. History. 11.—Elementary Geography.

SIXTH YEAR WORK.—Preparatory C. 1.—Reading. 2.—Arithmetic. 3.—Orthography. 4.—English and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing, including Map Drawing. 9.—Music. 10.—U. S. History. 11.—Geography.

SEVENTH YEAR WORK.—Preparatory B. 1.—Reading. 2.—Advanced Arithmetic. 3.—Orthography. 4.—English and Composition. 5.—Writing. 6.—Latin, French or German. 7.—Science. 8.—Drawing. 9.—Music. 10.—U. S. History. 11.—Geography—Political and Elements of Physical—and Map Drawing.

EIGHTH YEAR WORK.—Preparatory A. 1.—Reading. 2.—Orthography. 3.—English Grammar. 4.—Geography. 5.—Written Arithmetic. 6.—Mental Arithmetic. 7.—U. S. History. 8.—Latin, French or German. 9.—Penmanship. 10.—Physiology.

In view of the fact that the details of the work in the various years of the Model School are especially interesting to only those who are making a special study of such details, it has been decided to issue a separate bulletin for these details, which will be furnished upon request.

The organization of the Model School has been so much changed, however, that a note with reference to this may not be amiss in this connection:

1. As heretofore the head of the Department of Education remains the official head of the Model School.

2. The heads of all departments in the Normal and Academic courses constitute a committee whose duty it is to meet at intervals

to discuss with the supervisors, methods of teaching so that the work may be closely correlated from the kindergarten to the senior year of the Normal and Academic courses.

Each grade of the Model School is limited to 25 pupils as a maximum number, and 20 has been the maximum in nearly all cases, the total in the *nine* grades, kindergarten included, running about 160.

It is, of course, understood that the function and purpose of a Model School in connection with a Normal School is to offer to those who are preparing to teach, both observation and practice in their profession before they graduate as teachers. Accordingly all Normal seniors are required to do both observation work in the Model School, and to teach at least *three months* therein before receiving their diplomas. The Model School is the laboratory of the Teachers' Training Course in a Normal School, and the better the children are taught and the better the advantages and equipment of the Model School in every way, the better the training of the Normal seniors for their profession. Hence, it is no sacrifice of the children's interests to attend a Model School, for every consideration of justice to them as well as to the student teachers, requires that this school shall, as nearly as possible, be distinctively a school where model work for the children is done.

#### MANUAL ARTS.

**PURPOSE.** The work in this department purposes to train the eye to see, the judgment to appreciate, and the hand to respond with skill and accuracy, and is developed with reference to the school and school work, the home and its needs, the community and its requirements for useful citizens. The educational, practical and cultural values of the arts must be kept constantly in mind and well balanced for the best work.

**SCHOOL.** All work accomplished under this department will vitalize and articulate with as many of the school subjects as possible, for the student will be prepared to make diagrams, projections, and sections that he will use in Physiology, Botany, Zoology, Physics, Geography and History. The Manual Arts will aid investigation and quicken the observation, develop the sense of proportions, quantities and kinds, will also give the student understanding and skill, and appreciation of beauty and truth in works of art and in nature.

Students secure facility in drawing as a language of illustration which is of great assistance should they take up teaching as a profession.

**HOME.** Inasmuch as environment plays such an important part in the formation of habits of care, economy, order and of good taste, the home is entitled to considerable attention in the way of plans, decorations, sanitation and surroundings.



**COMMUNITY.** The accepted purpose of a common school education is to prepare for good citizenship, that is, to prepare to take one's place in the Spiritual, Mental and Industrial activities of the community. Preparation for good citizenship is the aim of education, therefore a man should be able to understand and appreciate the things that are good and true and beautiful, and also be able to carry these ideas and ideals into the issues of everyday life through the ability to plan, design or construct.

**SCOPE.** The scope of the work in the Manual Arts is sufficiently broad to give facility in drawing, representation, construction in the various materials, color and designing. The psychology of the science and art of manual expression will parallel the course.

**PLAN.** All students in the Freshman year will take the same work, which will correlate with the other school work and lay the foundation for the Mechanical Drawing and Normal course in Junior and Senior years.

#### COURSE OF STUDY.

##### *Freshman Year.*

Principles of Free Hand Drawing.	Structural Drawing.
Color.	Blackboard Sketching.
Object Drawing.	Design.
Light and Shade.	Plant Drawing.
Perspective.	Lettering.
Map Drawing.	Plans.
Foreshortening.	Sections.
Convergence.	Diagrams.
Working Drawings.	

##### *Junior Normal.*

Plant Analysis.	House Planning.
Color, Light and Shade.	Constructive Design.
Design.	Interior Decoration.
Landscape.	Flower Painting.
Object Drawing.	Landscape Gardening.
Structural Drawing.	Stenciling.

##### *Senior Normal.*

Advanced Study.	Construction.
Flowers, Fruits, Trees.	Still Life in Light and Shade and Color.
Color, Design.	House Decorating.
House Planning.	Stenciling.
Landscape Gardening.	

*Junior Mechanical.*

Symbols.	Isometrical Projections.
Use of Instruments.	Projections.
Geometric Drawing.	Free Hand Sketching.
Free Hand Sketching.	Lettering.
Orthographical.	Working Drawings.

*Senior Mechanical.*

Working Drawings.	Blue Printing.
Patterns.	Architectural Drawing.
Free Hand Sketching Machinery.	Machine Drawing.
Machinery.	

FRESHMAN. This work is required for admission to either the Junior or Senior courses unless on examination, they are found to be qualified to enter these advanced courses.

The spirit of dilettanteism which still characterizes much of the work done under the head of art instruction is most destructive to the best work in normal schools and will not be tolerated.

SPECIAL CLASSES. Advanced work in landscape, color and composition, still life in outline, light and shade and color, drawing from the cast and the life model.

Special Teachers' Course, per term.....	\$15.00
Day Class-work, per term.....	15.00
Night Class-work, per term.....	8.00
Day and Night Class-work, per term.....	18.00

These rates include both the Enrollment Fee and the Tuition for this department. In cases where students have already paid their Enrollment Fee in order to enter some other department the Tuition in Art is:

Day Class-work, per term.....	\$13.00
Night Class-work, per term.....	6.00
Day and Night Class-work, per term.....	16.00

## TWO YEARS TEACHERS' COURSE.

The growing demand for special teachers in the Manual Arts necessitates a special course that will prepare not only special teachers but supervisors.

*First Year.*

Plant Drawing.	Cardboard Construction.
Color.	Child Study.
Paper Folding.	History of Architecture.
Map Drawing.	English.
Landscape Composition.	Design.
Psychology.	Construction.
History of Art.	Stenciling.
Mediæval and Modern History.	Weaving.
Object Drawing.	Leather.
Perspective.	Pottery.
Structural Drawing.	Historic Ornament.
Working Drawing.	Botany.

*Second Year.*

Plant Analysis.	Study of Home and its
Design.	Furnishings.
Color Study.	

*Development of Course of Study for Grades I., II., III.*

Drawing from the Cast.	Lettering.
Working Drawings.	Still-life Drawing and Painting.
Mechanical Drawing.	Cardboard Construction.

*Course of Study for Grades IV., V.*

Study of Plants, Trees and	Study of Door Yards and Parks.
Flowers.	School.
Color.	Sanitation and Decoration.
Design.	

## DEPARTMENT OF EXPRESSION.

The twentieth century marks a new era in the history and development of expression, for the art of the spoken word is surely and inevitably resuming its rightful place among the great arts. The chief factor which is aiding this growth is the recognition of technique as a requirement in this, as in all other fine arts.

In expression, just as in every other art or science, "The foundation must be stronger than the superstructure." This brings us to the essential truth, viz: the development must be that of inner potentialities. Every trace of superficiality must disappear, all insincerity and all tendencies that do not emanate from the soul of the speaker, must be overcome. Every gesture, every expression

of the face, every inflection of the voice is the interpretation of the speaker as the medium of literature. So the first requisite in the progress of this art, must be a good solid working foundation.

Charles W. Emerson seemed to realize to a greater degree than other disciples that growth in expression must be accomplished by gradual stages of development. That only when the basis is substantial, can the outward form be true. So going back to the old theory of building a house upon a rock, he formed a definite basis for the technique of expression. In brief, the theory rests upon this principle: The soul is the motive power of the individual. The mind, body and voice are the agents of expression. If the motive power is sound, the emanating force will be directed into the proper channels. As evolution is coming to be one of the leading factors in the development of the mind, so it forms the foundation theory of the technique of expression. "Evolution of Expression is the study by means of which the student of oratory rises to the perfection of his art through successive stages of development." These successive stages form natural divisions for the process of evolution from one phase of growth to another. This growth must be through each of the agents of expression, the mind, the body and the voice. So the study of expression may be classified under three heads, Reading, Physical Culture, and Voice Culture. These combined and perfected give us the objective results, "Interpretation." These subjects are so correlated that one cannot be separated with satisfactory results from either of the other two. The necessity of training the body and voice to respond to the action of the mind cannot be too strongly emphasized.

"The scope of interpretation includes the development of the whole being that it may be a faultless medium in the expression of the author's thought." It is essentially a study of personal development which cannot recognize as legitimate mere tricks of voice and gesture. The development of imagination, power to think, and emotional capacity, cannot fail to be of vital value to every person. Therefore in undertaking the study of expression each student should begin with resolution, energy and hopefulness. "Have faith in some power outside of yourself; have just as positive a faith in your own possibilities; have will power and work like a fiend."

The system of training used in this department is that taught in the Emerson College of Oratory, Boston, Mass.

Students will be given credit for work at Emerson College, to the following extent:

Class lessons: Hour for hour, subject for subject.

Private lessons: Credit for each lesson, two hours each.

The course for graduation comprises three years or nine terms of work. (A term's work is three months.) On the completion of the course, diplomas will be awarded.



## COURSE OF STUDY.

One class period each week will be given in each of the following subjects:

## FIRST YEAR.

Evolution of Expression (Vols. 1, 2).  
 Voice Training.  
 Physical Training.  
 Pantomime.  
 Personal Development.  
 One Private Lesson.

## SECOND YEAR.

Evolution of Expression (Vols. 3, 4).  
 Voice and Physical Culture, period alternating.  
 Analytical Study of Hamlet.  
 Extemporaneous Speaking.  
 Human Nature.  
 (a) Character Study Through Literature and Observation.  
 (b) Construction and Reproduction of an Original Scene.  
 One Private Lesson.

## THIRD YEAR.

Poetic Interpretation.  
 Scene Work in Hamlet.  
 Interpretative Study of "As You Like It."  
 Character Study, continued.  
 Personal Development.  
 One Private Lesson.

(Arrangement of a play, or book, for presentation.)

In addition, there will be one period every two weeks devoted to recital work for both classes. Students will present work for the criticism of the instructor. These periods are free to visitors.

Text books used: *Evolution of Expression*—C. W. Emerson.  
 Rolfe's Edition of *Shakespearean Plays*.

## TUITION, PER TERM.

First Year, per term.....	\$16.00
Second Year, per term.....	18.00
Third Year, per term.....	20.00

## COACHING.

Two private lessons per week, per term.....	\$10.00
One private lesson per week, per term.....	5.00
Single lesson .....	1.00

For the academic work required of students of this department hereafter, see "Rules and Regulations" under Department of Music.

## DEPARTMENT OF MUSIC.

## THE FACULTY.

L. J. Corbly, A. B., A. M., *President.*

Flora Ray Hayes, *Director, Teacher of Piano and History of Music.*

Rhoda Crumrine, *Senior Teacher of Piano and History of Music.*

Virginia Lee Bourne, *Piano.*

Louise Fay Haworth, *Voice.*

Rose Franks McClintock, *Violin.*

This department has kept pace with the general growth of the school. It has not only assumed decidedly creditable proportions in point of enrollment, but has become a very potent influence on the life and character of the school, an important and decidedly valuable feature of the success of the entire institution.

Music has become, as it should, a part of the very warp and woof of Marshall College life, and has put the school in closer touch with the City of Huntington and the State than could have been possible otherwise. This is but natural; for the school that does not have music in its soul, and does not in some way appeal to the musical in other men's souls is essentially as lacking in complete life as is the individual.

The world's greatest men—statesmen, philosophers, scientists, and literary masters as well as our masters in music, attest the value of music as one of the greatest, if not the greatest, of the arts. Note the following:

"Music is the essence of order, and leads to all that is good, just and beautiful."—*Plato.*

"Music is a stimulant to mental expansion."—*D'Israeli.*

"I verily think and am not ashamed to say, that next to divinity, no art is comparable to music."—*Martin Luther.*

"Music is God's best gift to man; the only art of Heaven given to earth, the only art of earth we take to Heaven."—*Landor.*

"Study only the best, for life is too short to study everything."  
—*Bach.*

"The world is full of musical treasures, but we are not being enriched by these to half the extent we ought to be."—*Booth.*

"Music is calculated to compose the mind and fit it for instruction."—*Aristides.*

"It is in music, perhaps, that the soul most nearly attains the great end for which, when inspired by the poetic sentiment, it struggles—the creation of supernal beauty."—*Edgar Allen Poe.*

"We cannot understand a complete education of man without music."—*Jean Paul Richter.*

"Of all fine arts, music is that which has most influence on the passions, and which the legislator ought the most to encourage."

—*Napoleon Bonaparte.*

"Would'st thou know if a people be well governed, if its laws be good or bad:—examine the music it practices."—*Confucius.*

"It hath been anciently held and observed that the sense of hearing, and the kinds of music have most operation on the manners."

—*Lord Bacon.*

"The person who is unacquainted with the best things among modern literary productions is looked upon as uncultivated. We should be at least as advanced as this in music."—*Robert Schumann.*

**SPECIAL ADVANTAGES.** There are many advantages offered to a student in a department of music connected with a college. Opportunities are offered for studying in the various other departments, thus securing to the music student a symmetrical education, literary and scientific, as well as musical. Instruction is furnished without tuition in a number of branches, while in others, the tuition is merely nominal.

**BUILDING AND EQUIPMENT.** The Department now occupies the upper floor of the new building and may boast of the best appointed studios and practice rooms in the State. A new Recital Hall, seating 200 people has just been provided for lectures and students' recitals. The auditorium, seating 1,200 people, contains a Chickering Concert Grand piano.

**FACULTY RECITALS.** A series of Faculty recitals is given during the year. All the members of the Faculty take part in these recitals and music students are expected to attend them as a part of their instruction.

**STUDENTS' RECITALS.** Public recitals by students are held every Wednesday afternoon. These recitals have been established as a means of developing confidence in the student.

**GENERAL ANNOUNCEMENTS.** Students may enter the Department of Music at any time, but it is greatly to their interest to enter at the beginning of the term.

Students entering within the first two weeks of a term will be

charged for the full quarter; after that time, for the remainder of the term and one week additional.

There will be no deduction for lessons missed by students, except in case of prolonged illness, when the loss is divided equally between the student and the school.

The competition for awards is confined to those who have entered the Department at the opening of the school year.

All music students are expected to attend the regular students' recitals, and to take part in them whenever so assigned; and to attend all concerts given under the auspices of the Department. Students are expected to identify themselves with the various organizations of the school and are required to enter any organization to which they are assigned by teachers.

It is expected that all students will take sufficient work—literary or music, or both, to occupy their entire time.

#### *COURSES OF STUDY.*

The Department of Music offers instruction in each of the following subjects: Piano, voice, violin, organ, mandolin, ensemble playing, harmony and history of music.

##### *PIANO.*

Two courses of study are offered, one of four years, leading to a teacher's certificate and one of five years, leading to an artist's diploma.

Strict adherence to a fixed list of studies is not required. The needs of the individual student are considered and the studies varied accordingly.

##### *First Year.*

1. Technical Studies.
2. Emery's Foundation Studies.
3. Gurlitt First Lesson.
4. Gurlitt Opus 187.
5. Selected Compositions.

##### *Second Year.*

1. Technical Studies.
2. Kunz Canons.
3. Schumann Album for the Young.
4. Clementi Sonatinas.
5. Selected Compositions.



*Third Year.*

1. Technical Studies.
2. Kullak's Octave Studies.
3. Bach's Little Preludes and Fugues.
4. Bach's Two Part Inventions.
5. Mendelssohn's Songs Without Words.
6. Sonatas by Mozart and Haydn.
7. Selected Compositions.

*Junior Year.*

1. Technical Studies.
2. Moscheles Opus 70.
3. Kullak's Octave Books II. and III.
4. Clementi's Gradus & Parnassum.
5. Bach's French Suites and Three Part Inventions.
6. Chopin's Nocturnes.
7. Sonatas by Beethoven.
8. Selected Compositions.

*Senior Year.*

1. Advanced Technical Studies.
2. Bach's Well-Tempered Clavichord.
3. The Greater Sonatas of Beethoven.
4. Studies by Chopin, Henselt and Liszt.
5. Concertos by Masters of the Classic, Romantic and Modern Schools.
6. Composition by Schubert, Schumann, Chopin, Grieg, Brahms, Moszkowski and others.

*REQUIREMENTS FOR CERTIFICATES AND DIPLOMAS.*

Elementary work in harmony and in the history of music is required as a part of the work of the third year.

Candidates for "Teachers' Certificates" must complete the first four years' work in the piano course, together with three terms work in harmony and three terms work in the history of music.

Candidates for diplomas must complete the work of the five years and must take advanced work in Harmony, Theory and the History of Music. They are also required to give in public, entirely from memory, a recital consisting of only the best standard piano selections.

*FEES.*

## PIANO AND ORGAN.

All fees are payable by the term in advance. Tuition rates vary according to the instructor chosen by the pupil.

With heads of departments the fees are as follows:

Fall Term.....	\$18.00
Winter Term.....	16.00
Spring Term.....	16.00
Summer Term .....	8.00

With assistant teachers the fees are:

Fall Term.....	\$16.00
Winter Term .....	14.00
Spring Term.....	14.00
Summer Term .....	7.50

*FEES.*

## PIANO AND ORGAN PRACTICE.

Charges for the use of pianos and organs for practice between lessons, depend, of course, upon the number of hours pupils practice per day:

Per Term—1 hour per day in advance.....	\$2.00
2 hours " " " " .....	3.00
3 " " " " " .....	4.00
4 " " " " " .....	5.00
5 " " " " " .....	6.00
6 " " " " " .....	7.00

## VOICE.

*First Year.*

Placing of Tones.	Elements of Church Music.
Studies from Best Composers.	Sight-Reading and Part Singing.
English and German Ballads.	

*Second Year.*

Studies from the Best Composers. Church Music.  
Songs by Modern Composers.

*Third Year.*

Studies from the Best Composers. The work in Voice includes also  
 Oratorio and Opera. the following:  
 Songs by Classical Composers. 1. Normal Class in Sight  
 Normal Training. Reading.  
 Practice of Accompaniment. 2. Choral Club.  
 Harmony and Theory. 3. Choir Singing.  
 History of Music.

In the Normal Class in Sight Reading students are taught the intervals by the use of numerals, a thorough knowledge of time, rhythm, accent, and such other features of vocal music as will give them an intelligent grasp of the fundamentals of sound, and vocal culture.

*FEES.*

## FOR VOICE.

Fall Term.....	\$18.00
Winter Term.....	16.00
Spring Term.....	16.00
Summer Term.....	8.50

## VIOLIN.

Lessons on this instrument will be given by our regular teacher at the rate of 70 cents per lesson.

Two lessons per week; if fewer than two lessons per week are given the rate is 75 cents per lesson.

Lessons on the Mandolin and Guitar will be given at reasonable rates.

## HARMONY.

The course in Harmony covers two years. It may all be taken in the fourth and fifth years, or it may be divided among the last three years of the course in Piano or in Voice.

The work of the first year (three terms) covers the first fifty lessons in Emery's "*Elements of Harmony*," together with much supplementary work at the piano. Candidates for Teachers' Certificate must complete this first year of the course in Harmony.

The second year (Harmony IV., V., VI.) completes Emery's text. Difficult examples from Jadassohn's "*Thoroughbass*" will be studied. Transposition and dictation exercises at the piano. Candidates for Diploma must complete the full course in Harmony.

## FEES.

## FOR HARMONY.

Fall Term.....	\$ 6.00
Winter Term.....	5.00
Spring Term.....	5.00
Summer Term.....	3.00

Work in the History of Music is begun at the opening of the third year, and is required throughout this year and throughout the Junior and Senior years as a part of the course.

The class in the History of Music recites once per week throughout the Third, Junior and Senior years.

TEXT BOOKS: 1. Fillmore's "*History of Piano Forte Music.*" 2. Matthews' "*A Popular History of Music.*"

In addition to the prescribed texts, reference to the many valuable books on the History of Music, found in the college library, is required.

## FEES.

## FOR THE HISTORY OF MUSIC.

Fall Term.....	\$ 4.00
Winter Term.....	3.00
Spring Term.....	3.00
Summer Term.....	2.00

If there be fewer than eight in class the periods will be half an hour in length.

If there be eight or more in class the periods will be one hour in length.

## RULES AND REGULATIONS.

Students taking music exclusively are not required to pay any fees except the fees of the music department.

Pupils who are successful in any competition are not permitted to compete for the same prize again.

Teachers' certificates and diplomas are conferred only on those pupils who have completed the regular course of study and passed the examinations successfully.

Special rates will be made in the following cases:

When more than one person from the same family takes work in either piano or voice.

When a student takes both piano and voice.

Students wishing to pay all their fees for the full year in advance will be allowed ten per cent. discount.

IMPORTANT. No creditable music school permits students to graduate now-a-days till they have done a certain amount of substantial



academic work in addition to their music requirements, and we must not fall short at Marshall on this score. Accordingly, the following academic requirements for music certificates and music diplomas are herewith laid down for future years:

CANDIDATES FOR CERTIFICATES, JUNE, 1910.

1. All the Preparatory Work.
2. Grammar IV., V., and VI.
3. Rhetoric I., II., and III.

CANDIDATES FOR DIPLOMAS, JUNE, 1910.

1. All the Preparatory Work.
  2. Grammar IV., V., and VI.
  3. Rhetoric I., II., and III.
- German or French I., II., and III.

CANDIDATES FOR CERTIFICATES, JUNE, 1911.

1. All the Preparatory Work.
2. Grammar IV., V., and VI.
3. Rhetoric I., II., and III.
4. Junior English I., II., and III.
5. Psychology.

CANDIDATES FOR DIPLOMAS, JUNE, 1911.

1. All the Preparatory Work.
2. Grammar IV., V., and VI.
3. Rhetoric I., II., and III.
4. Junior English I., II., and III.
5. One Year of Ancient or Modern Language.
6. Psychology and Ethics.

CANDIDATES FOR CERTIFICATES, JUNE, 1912.

1. All the Preparatory Work.
2. Freshman and Sophomore English.
3. Five Units of Freshman and Sophomore History.
4. All the Freshman and Sophomore Science.
5. One Year of Ancient or Modern Language.
6. Psychology and Ethics.

CANDIDATES FOR DIPLOMAS, JUNE, 1912.

1. All the Preparatory Work.
2. All Freshman, Sophomore, and Junior English.
3. Five Units of Freshman and Sophomore History.

4. All Freshman and Sophomore Science.
5. Two Years of Ancient or Modern Language.
6. Psychology and Ethics.

After the session of 1911-12 all candidates for music certificates will be required to do the academic work required of 1912 candidates for diplomas, and all the candidates for diplomas after the session of 1911-12 will be required to do the diploma work for 1912 plus three additional "units" to be selected by the president of the college.

☞ Candidates for certificates and diplomas in the "Department of Expression" for the years 1910, 1911, 1912, and thereafter, will be required to do the same academic work as is required of music students for those years.

☞ Candidates for certificates and diplomas in the Art Department, for the years 1910, 1911, 1912, and thereafter, will be required to do the same academic work required of the music and expression students for those years.

NOTE. Any Music, Expression or Art student may substitute three academic units not named in the above requirements for any three units in the prescribed lists, provided the president approve of the substitutions desired.

## EXAMINATIONS.

At the close of the fall term an entire week is set apart for examinations, which are compulsory; that is, no student can continue his work during any succeeding term till he has passed his examinations. The only excuse we have yet accepted was that of continued and severe illness, in which case a certificate or verbal report from the physician who attended the student was necessary. There might be other extreme cases in which excuses from examination could be obtained; most rules are subject to some exceptions; but if a student expects to continue work here or anywhere else, it would be to his advantage to pass his examinations; and if he refuses to do so without justifiable excuse he will not only be denied a special examination but will be dropped from the school.

Students—chiefly teachers from the rural districts whose schools close before our spring term opens—enter at all times during our winter term in order that they may get more than one term per year. Many of these enter so late in the term that they are not prepared to take the winter term examinations and if the closing week of the term be given up to examinations, these students who entered late find a week wherein there are no recitations—almost lost time to them here on expense. Accordingly, we usually have our winter term examinations in the form of frequent class tests. By this

means those who enter late may pass the tests on those parts of the texts which they have taken up after entering and are accommodated with class work—recitations—up to the very last day of the term. And since the vacation between the winter and spring term is short, only three school days, students entering before the close of the winter term may continue their work uninterruptedly to the end of the spring term.

Sometimes by examinations and sometimes by class tests the grading for the spring term is done. In either case all examinations and all tests must be taken unless there be an excuse for not doing so, which is satisfactory to the president.

To get one's credits for work during a term when examinations are given in the form of class tests it is absolutely necessary that the student stay till the close of the term; otherwise his name is not entered on the credit list nor on the grade book of the school and no report is sent to his parents unless the president write a personal statement as to the general character of the work done. It is, therefore, of the very highest importance that the student study till the close of the term, for sometime, somewhere, in some way, either here or elsewhere, he will very much need his credits. Not a year passes but a *number* of young men and women who dropped out of the school before the term closed find themselves in serious need of a statement from the president, of the work they did here, and write us for the same. It is a great disappointment to them to find there is no credit here.

In case a student is very sick and we have proper assurance that he or she is too sick to remain in school, the cause of his withdrawal is recorded and a general statement of the amount of work done can be gotten at any time, but no grades can be given.

In case a student drops out of school out of pure laziness or a few childish pains or other ailments of some kind, no record whatever is kept of his work. He usually does not do the kind of work that amounts to enough to record it.

The student will please to remember that if he wish credit for work done here his attendance must be regular and continue to the very close of the term except in *extreme* cases, and the faculty must judge as to what cases are *extreme*.

It may be well to remind new students who enter here that class attendance is compulsory; that every absence from class is investigated; that absence from class without an excuse which we can accept will be punished with expulsion if persisted in; that when they arrive in Huntington they must enroll at once and proceed to work; that any student found lounging about the city after arriving is liable to be sent home summarily; that the instructors of the school meet weekly and go over the entire list of students and know just who are absent and whether absent the entire day; that the

cause for absence is almost surely investigated; that when once here a student *must be in school* and must be here regularly and promptly unless his excuse will bear investigation; that we want no students who do not come here to work; and that we aim to get rid of those who will not work.

Attending school should be a business, not a pastime.

## GRADUATION.

A diploma of graduation is conferred on all who complete either the Normal, Science, Modern Language or Ancient Language, Music, Art or Expression Course, with an average per cent. of 80, and do not fall below 70 on any subject.

No one is permitted to graduate, however, who has not spent at least one full year here and the "full year" must be either the Junior or the Senior year.

We caution young people about getting in a hurry to graduate. Go slowly, do much reading outside your course, do not carry very heavy work, take part in the social life of the school, take time to care for your health, always take light enough work to have some time for recreation, and especially guard against carrying more work than can be well done without injuring the health.

Immediately after the opening of the *fall term*, each year, the "Committee on Graduation" takes up the record of each candidate for graduation, checks it up and reports to him within two weeks of the opening of said term what his standing is. If any one is found to have more than *14 units* against him at that time he is notified that he cannot graduate that year, for *no one with more than 14 units to make for the year is admitted to the senior class at the opening of the fall term.*

The "Senior roll" is made up at the close of the fall term. At that time every candidate who has been admitted on trial at the opening of the fall term is entered on the Senior roll or is dropped finally from the class for that year.

The "Senior roll" is called in full faculty meeting *four weeks* before commencement day. If, at this roll call, any member of the class is found below the "danger line" he is promptly notified by the secretary of the faculty and thus is given *one week* to "set himself right" in his credits; at the end of this *week* the "final senior roll" is called and the result is reported to the president of the class and to the program committee for commencement.

We caution both young men and young women about a vain ambition to "graduate young." This means loss of thoroughness, for much that is in our Normal course requires maturity of mind to grasp it intelligently. Besides, the public is looking for men and women, not for boys and girls, to fill paying positions.



Some students who enroll with us seem embarrassed when we ask their ages, simply because they are beyond 21, some of them above 30. *We are always pleased* to enroll a mature student. It means, first, as a rule, some one who knows what he is here for, who will be a "worker" who will add to the dignity of the school, who will need no discipline; second, it usually means some one with experience in teaching, or some other valuable experience, and hence, some one whom we can recommend for a good position when graduated, all things else being equal.

Younger students need not rush to complete their course; *much* time should be given to reading, and a good share to the social life of the school, the literary work, etc. It is a mistake to *ever* carry over four regular studies.



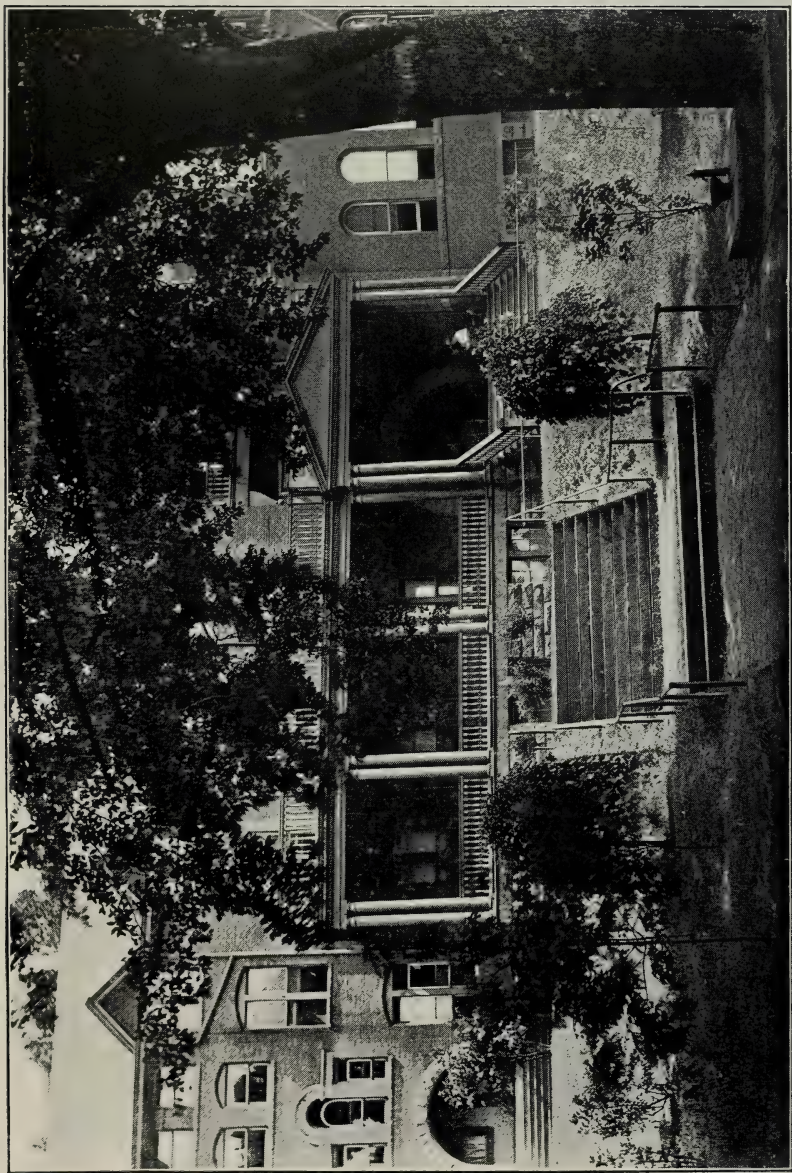


LOOKING NORTHWEST FROM COLLEGE HALL, VERANDA  
Toward corner of 3rd Ave. and 16th St.









THIRD AVENUE ENTRANCE TO COLLEGE HALL.

# PART IV.

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## EXPENSES.

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### I. BOARD.

Board, as spoken of here, includes *room, light, fuel, and food.*

In the case of *club board* the room is furnished and cared for by the family from whom the students rent rooms; in the case of *private board* this is also true; in College Hall the girls furnish their towels, soap and bedding except the mattress; all other things are furnished them.

By a "month" below is usually meant "four weeks" and not a "calendar month," although board is sometimes rated by the calendar month, and room rent is almost always so rated.

#### PER MONTH.

In Clubs .....	\$11.00 to \$13.00
In College Hall.....	14.00 to 14.50
In Private Families.....	14.00 to 16.00

The *fall* and *spring* terms are usually about 12 weeks in length, the *winter* term 11 weeks. In other words the *fall* and *spring* terms are about even *three months* in length, the winter term about *two and three-fourths months* in length. We state this because very many students inquire the cost per term for board. A little multiplication of the above figures per month by the number of months in a term will give the desired result.

A session, or school year, is about 36 weeks, or 9 months, in length, hence the cost of board per year can easily be reckoned from the above.

### 2. BOOKS.

This item varies much, according to the place in the course a student ranks, books being more expensive the farther one advances in the course.

On an average, however, books cost about \$2.00 per term in the Preparatory, Freshman and Sophomore years, or about \$3.50 to \$4.00 per year, several of the texts being used for a full year.

In the Junior and Senior years the cost will run about \$3.50 to \$4.00 per term, or about \$6.00 to \$10.00 per year.

### 3. ENROLLMENT FEE.

This fee is \$2.50 per term, \$7.50 per year, to *all students*, is paid when the student enrolls, and *is not refunded*.

### 4. TUITION FEES.

These come under two heads:

(1) Students who fail in their studies without good reason. In such cases a small tuition is charged for the succeeding term.

(2) Students from other States pay a tuition fee of \$6.00 per term of three months.

### 5. LAUNDRY.

This varies, according to the amount and kind of laundry, from \$1.00 to \$2.00 per month, even more in summer, for ladies.

### A WORD ABOUT CLUB BOARD.

By this is meant, simply, that a group of young men or women, *ten to twenty-five*, often more, take their meals at the same place. One of the young men, appointed from the gentlemen of the Senior class by the Boarding Committee of the Faculty, is commissioned to supervise the buying and other details, collect the board bills, etc., and be responsible for the general condition of the club, order, number in it, etc. He and the Boarding Committee decide what homes shall be selected as the places for the clubs. The lady in whose home the club is located opens her dining room to the young men, prepares the food, and serves it for so much per student per week. The students have their rooms in the city near by with good families and report to the club for their meals.

This is not only an entirely creditable method of boarding, but has become the most customary in all schools not provided liberally with dormitories. Most of our young men take this kind of board.

A young men's dormitory is being planned for at this writing, June 18, and if this can be completed within the next nine months, as we hope, practically all young men and a number of young women who cannot be accommodated in College Hall will take their meals in this, as the dining hall proposed will seat about 250 at a time.



## BOARD IN COLLEGE HALL—FOR LADIES ONLY.

THE HALL AND ITS SURROUNDINGS. On the completion of the new west section of the college buildings they formed one continuous block of five sections facing 460 feet on 3rd Avenue and College Avenue, 140 feet on 16th Street and 54 feet on 17th Street—see plans on another page.

THE HALL is three stories high besides a full basement story, half of which is above ground, and the knoll on which the buildings stand, composed of sand, and rolling in every direction from the buildings, provides such a condition as is especially favorable for a basement, it always remaining *perfectly dry* no matter how wet the weather. It is the most airy, the most healthful, and in hot weather, the coolest spot in Huntington. It is as well, one of the highest, commanding a beautiful view in every direction. Approached by broad, paved walks, by a wide driveway in the rear, and surrounded by green lawns of exceptional beauty, ornamented with stately old trees, this school home for girls is one of rare beauty and attraction.

Please examine the larger plans on pages near by for all details as to size of hall, size and location of girls' rooms, toilet rooms, kitchen, pantries, dining room, laundry, verandas, entrances and exits, fire escapes, stairways, hallways, convenience to school rooms, and all other matters of interest, noting that the *two eastern sections* (Section I. and Section II.) constitute what is known as "College Hall," or the ladies' dormitory.

**WHO MAY BOARD IN THE HALL.** Some of the lady teachers board in the hall.

Lady teachers have rooms on first, second and third floors. All teachers and students have the same arrangements about board, and all eat at the same time and at the same tables, one or more teachers at each table.

Only regular students and teachers are allowed to board in the hall. Brothers, sisters, parents, and others may visit for a brief season, but in no case except sickness are they expected to remain any length of time.

It is a home for lady students and teachers, and is so arranged that the occupants need not go out in the weather in passing to and from school, also, that they may have the long hallway for an exercise space when the daily sessions of school are closed. This is a great convenience, a most valuable sanitary feature of the girls' school life. Whether it rain or hail or snow, they still have plenty of room for exercise.

No young gentlemen are admitted to College Hall to room, though they may, when the dining room is not crowded, take their meals at the hall.



So much do parents and young ladies appreciate the advantages and conveniences offered by this hall, that for five years past all hope of accommodating every one who calls for room in it has been abandoned, and each year from twenty-five to fifty have to be turned away. So numerous have been the calls for room in College Hall for the last few years that the need for a new hall has grown almost imperative, and a new one of like size with the one we have, could be filled the first year if it were only known that we had it.

*CONVENIENCES.* The building is heated by steam and lighted by natural gas.

Hot and cold water is furnished throughout the building, on all floors, there being an automatic water heater in the basement which furnishes nine gallons of hot water per minute; this heater is so regulated that by keeping a small gas jet burning all the time, a number of other jets are set a-burning the moment a hot water spigot is opened anywhere in the building, and hot water in abundance may be had at any moment night or day.

All bath rooms have hot and cold water connections, the girls' bath rooms having two bath tubs each, porcelain finish, three wash-bowls in a marble plate and two closets. Each of these is made private by inside screens and doors to the several compartments in addition to the bath room door, and the private bath compartments have gas jets.

Both Mutual and Bell telephone systems are connected with the hall, and through these, the Western Union and Postal Telegraph system, thus placing the occupants of the hall in communication with all parts of the world. Long distance phone connections are also a convenience of the hall.

In addition to the two stair-cases as a means of escape in case of fire, the following are of special value:

1. The large veranda roof, 14x52 feet, to which access is made by four double windows, two large single windows, and a double door from which roof escape is easy by ladder or by rope.

2. Through the president's rooms, and the rear veranda, 8x22 feet, from which escape is easy by ladder or rope.

3. Two fire escapes, one from each section of the hall, and extending from the third floor windows to the ground.

4. Extending from basement to third floor in each section of the building, both in the hall and in the school building, are 4-inch water pipes, with a hose 60 feet in length connected with each pipe on every floor, basement included, and water pressure sufficient to throw a flood stream over 200 feet, the pressure being so strong that it takes two muscular young men to handle each when the water is turned on in full force. In case of a stampede there are three double doors for exit on first floor, two single ones, and 18 large windows, some of them double.

In addition to the conveniences named above the following are worth considering:

1. Street car connections with all parts of the city and adjoining towns, the cars passing by the college gate, only 300 feet from the hall.

2. The large, beautiful grounds for promenading, athletics and lounging.

3. The long hallway, 400 feet, for promenading in bad weather.

4. The immediate connection of the hall with the school building, girls thus being able to pass from the hall to class-room, "to go to school," in short, without going out of doors. So, with all college entertainments, lectures, commencement exercises, etc.

5. The large front veranda, 14x52 feet, a luxury indeed, summer and winter.

6. The college parlors, which are open to all hall students.

**ADVANTAGES.** 1. The protection assured young ladies against undesirable company, male or female.

2. The systematizing of their work. A time to work, a time to sleep, a time to recreate, etc.

3. The oversight of a preceptress, whose duty it is to care for the girls.

4. Care and attention when sick.

5. Assistance when shopping.

6. Chaperones who can be trusted to diligently serve the young ladies.

7. Board at reasonable rates.

8. Opportunities for associating with the instructors of the school.

9. Facilities for culture in the way of receiving company, preparing for company, table manners, hygienic culture, dress, conversation, etc.

10. Counsel and advice from the president, whose rooms are in the hall.

**ROOMS.** The rooms are furnished with *bedstead, mattress, wardrobe, dresser with mirror, chairs, table, light and heat*. Students are required to furnish their own *bedding*, (except the mattress) their own *napkins* and *towels*, and keep their *rooms clean* and in *order*.

All rooms are furnished with *drop-light gas lamps* with Welsbach burners, but all breakage of lamp, mantle, or other fixtures, about the light after girls take possession of a room is paid for by the occupants of the room.

While there is very little difference in the advantage derived from the location of the various rooms, some preferring one floor, some another, yet there is some difference in a few instances and the room rent has been scheduled so as to average these differences.

It is our opinion, and an opinion formed after having our own rooms on the second floor of the hall ever since it was completed, January, 1898—that the third is preferable in every way to the second, unless it be in case of fire, and with fire escapes on every floor, and large hose, 60 feet in length, with enormous water pressure for preventives from danger in this respect, there is little more danger on the third than on the second floor.

We should prefer the third floor for three reasons: It is warmer in winter, it is much more quiet, and the ventilation is very much better because the long hallway on that floor extends the entire length of the hall and has a large double window at the end. But every girl has her own ideas about such things.

Two of the lady teachers have rooms on the third floor, three and the preceptress on the second, and one and the matron on first floor.

*At the recent session of the legislature, appropriation was made for putting large transoms over all doors in College Hall. This should have been done when it was built, but it was overlooked, and, complying with the recommendations of the City Physician of Huntington, who was called in last fall to inspect the building from a sanitary point of view, this change will be made before the fall opening, 1909.*

**ROOM RENT**—First Floor: Rooms 6, 8 and 15 are rated at \$10.00 per term, *two* in a room (\$5.00 each). These rooms are 12x16 feet.

Room 4 is rated at \$16.00 per term, *two* in a room.

Second Floor:—Rooms 21, 27, 28, 29, 31, 32, and 34 are all rated at \$10.00 each per term, *two* in a room (\$5.00 each person). No. 21 is the lightest room in this list, but the partition separating it from the hallway does not extend to the ceiling, it being a section of the hallway cut off by a wood partition eight feet high.

All these rooms are 12x16 feet.

Suite No. 17 and 18 is one of the most desirable in the house. It is rated at \$16.00 per term *two* in a room, \$18.00 per term *three* in a room, and \$20.00 per term *four* in a room.

Rooms No. 19 and 20, a suite, are rated at \$13.00 per term, *two* in a room (\$6.50 each), \$15.00 per term, *three* in a room (\$5.00 each), or \$16.00 per term, *four* in a room (\$4.00 each).

Third Floor:—Rooms No. 41, 46, 47, 48, 49, 52, 56, 58 and 59 are all rated at \$9.00 per term, *two* in a room (\$4.50 each person). These rooms are each 12x16 feet.

Room No. 37 is rated at \$14.00 per term, *two* in a room (\$7.00 each), \$16.50 per term, *three* in a room (\$5.50 each), or \$18.00 per term, *four* in a room (\$4.50 each).

Rooms 39 and 40, are rated at \$12.00 per term, *two* in the suite

(\$6.00 each), \$13.50 per term, *three* in the suite, (\$4.50 each), or \$15.00 per term, *four* in the suite, (\$3.75 each).

Rooms No. 42, 43 and 44 (*three* Nos., or doors to *two* rooms) may be used as a suite at \$12.50 for *two*, \$14.25 for *three*, or \$15.50 for *four*, per term. Room No. 45 is rated at \$10.00 for *two*, (\$5.00 each).

Suite Nos. 50 and 51 is rated at \$14.00 per term for *two*, \$15.75 for *three*, and \$17.00, *four*. This suite has a large and airy bed-room, a nice light work room with beautiful view, and is immediately at the head of the east stair-case.

Room No. 54 is the S. E. corner room with two windows, fine view, exposed to the morning sun, and near the head of the stair-case. It is rated at \$10.00 per term, *two* in a room, (\$5.00 each).

Every room in the hall is not only thoroughly overhauled each summer, scrubbed and cleaned—ceiling, floor, walls, windows and furniture—but every room is fumigated lest some trace of disease germs be left in a room by the occupant thereof, or lest some horrid little biological specimen known as a "*cimex lectularius*" should insist on occupying an obscure dark corner of a bedstead.

Accordingly, on the opening of school each fall the hall is practically new from garret to basement, inclusive.

**ROOM RENT IS NEVER REFUNDED.** There are always calls for more rooms than there are rooms to rent; accordingly some girls must be left out; and if a girl leave before the term closes, not only has some other girl who would, in all probability, have remained the entire term, been denied room in the hall, but should the State refund room-rent it would lose part of a term's rent when the other girl would likely have paid the full rent. And since the income for room-rent is *much* less than is necessary to keep the hall in order, the State is obliged to enforce a rule of this kind to protect itself against the loss of needed funds.

All rooms are now furnished with single beds.

Room-rent in College Hall averages just half what it averages in the city, and the expenses of running the hall are more than double the income from the room-rent; but thanks to the State, this additional expense has always been met in the interest of the young ladies.

So numerous are calls for rooms during the last five years that to be sure of one a girl should engage her room some time in advance of the opening of the term, and "engaged" means "paid for" not merely "spoken for." First paid for, first served, is our rule.

No room is intended to accommodate fewer than two girls, and some suites are expected to accommodate three or four; but should any girl wish a room to herself, she can be accommodated by paying the rate for two girls unless there are more calls for rooms



than we can accommodate in the other rooms. All rooms are now furnished with single beds.

*CONTINGENT FEE.* A "Contingent Fee" of \$2.00 per term is paid by all who enter the hall. It has been found that the contingent expenses of the hall have run behind more and more each year, hence, in order to keep the hall in better repair and in better condition as a home, which means the employment of more service, the "Contingent Fee" is charged. This fee will not be refunded, but goes into the "Repair and Service Fund."

All damages done to the building, furniture, fixtures, etc., will be paid for in full by the girl responsible therefor, and the amount thereof will be assessed by the treasurer and the preceptress.

The occupants of a room are responsible for the furniture and the condition of everything else in their own rooms, whether damage be done by them or some other, unless they make known the one who did the damage.

Sometimes girls leave water spigots open on leaving the bathroom. These cause overflow which seriously damage the rooms below. Such things result in damage from overflow of water. A fee of \$2.00 will be charged for every case of neglect. A fee of \$1.00 is charged in every case of leaving the laundry gas burning or the laundry spigots open. Carefulness in the use of another's property is an essential part of a student's training.

This carefulness should be observed especially in the following ways.

1. Economy in the use of lights. Common honesty toward the State would require that no lights be kept burning when not necessary, just as in domestic economy.

2. Care of furniture. All unnecessary breakage or destruction of property either in the school or in the hall should be studiously avoided.

3. Windows should always be closed when leaving the room, except when out for just a moment. No one knows when a rain storm will come up and rain dash in a window, ruin some furniture, and run through the floor, staining the ceiling below.

4. Caring for the walls, by refraining from driving nails therein or tacks, or in any way abusing them.

5. Window shades should always be left above a raised window to prevent the wind from threshing them about or the rain from soiling them.

Neglect for such things as enumerated above, or of any other feature of caring for the hall, will be paid for by the one or ones responsible therefor, for there is no excuse for either careless or wilful neglect.

Room-rent, Contingent Fee, and Table Board are payable to Mrs. Kearn, matron. Room-rent and Contingent fees are payable in advance per term, that is, at the opening of each term.

**TABLE BOARD.** All money paid in for board goes to defray the expenses of conducting the boarding department, including the employment of matrons, kitchen servants, and the purchase of food stuffs.

TABLE BOARD IS \$12.00 PER MONTH OF FOUR WEEKS, and is payable in advance to Mrs. Kearn, matron.

*All correspondence concerning board, room, and other expenses in College Hall should be directed to—*

MRS. NELLIE KEARN, Matron,  
Marshall College,

Huntington, W. Va.

No deduction is made for paying board for more than one month at a time, as it requires every dollar of the income from this source to keep up the table, and by the table we mean the food and service, as stated above.

No deduction can be made in table board for a few days absence at the beginning or end of the term, as expenses for service, &c. are just the same.

If a girl live near enough to spend every Saturday and Sunday at home, her rates are arranged by the month, in advance, according to agreement between her and the treasurer and the preceptress.

*Only Severe Illness* will be regarded sufficient cause for absence when weekly deductions from table board may be made. Anything else simply encourages irregularities of attendance and unnecessary inconvenience in bookkeeping.

Meals will be served in girls' rooms when the preceptress deems it a case worthy of such attention though this must be limited to cases of illness of such a nature as to require extra care.

College Hall as related to Marshall College, is, in no sense of the word, a boarding school, except so far as it is connected with a school and is for young ladies.

The purpose is, to make the hall as nearly as possible one big family, each as much interested as every other in caring for the building and furniture, each equally interested in pleasing every other member, and each equally interested in everything pertaining to the welfare of all, ready to obey because it is the proper thing to do, and most careful to do nothing that would bring pain or discomfort to any other.

Be it said to the credit of the young ladies of the hall, more and more do we note the emphasis placed upon a sense of honor in all matters pertaining to duty and to discipline. The feeling that

it is not a boarding school with all the foolery and folly and freaks of such, but a school family of young ladies, becomes more evident year by year. Only good, well-disposed, work-inclined girls are welcome here. Rich and poor receive exactly the same treatment. Not *who* they are, *what their parents are worth* in money or bonds or securities, but *what* they are, decides how girls shall be received and treated.

**GOVERNMENT.** *What about rules and regulations*, the reader may inquire. None if at all avoidable. At most, just as few as possible. Well organized families need none, except the unwritten laws of obedience, propriety and order, and the fewest possible the better, in any organization.

*To be, and act as, a lady*, under all circumstances, is the only requirement; and entire respect for the opinions of those in authority in the hall is the preventive of rules.

Parents will please take notice of the following, which will be observed to the letter:

1. If they send their daughters, or others, for whom they are responsible, here, they must send them *wholly* subject to the method of conducting the hall which the faculty deem best, for while under our care we must decide what is best, and not they.

2. Young ladies do not receive callers at the hall, except in such special instances as the preceptress may deem correct. Every Saturday evening the hall is open to young gentlemen who are invited by the chairman of the hall committee. Any young lady is permitted to request that any particular young man be invited, but the Dean of Women, just as a parent in the home should do, must decide whether the young man is of a character such as should be permitted to associate with the young ladies of the hall; if not, his name is stricken from the list without explanation.

These Saturday evening socials are under the supervision of the preceptress, and continue from 8 to 10 p. m.

3. Study hours are from 2:00 to 4:30 p. m. and from 7:00 (7:30 in late spring) to 9:45 p. m., during which time no visiting is permitted, and quiet must be maintained. This is essential to good study.

4. Leaving the grounds is allowed only when permission has been obtained from the preceptress. We must know where the young ladies are if we are to be responsible for them.

5. Parents often give permission to their daughters to go out to spend the night *in the city or neighborhood*. This may seem a simple permission to them; but we who know the situation better than they, deem this a very unwise permission and *it cannot be given*. The daytime is long enough for city calls.

If young ladies live close to the city they are permitted to go home somewhat often, provided they miss no lessons; but even this is not best, at least it is easily overdone.

We, therefore, very respectfully notify parents that when they send their daughters to the hall they must send them subject to the government of the hall; we can receive them on no other terms. If they wish special liberties granted their daughters we must know in advance what they are, for if they in any respect conflict with our hall government, they cannot be granted.

7. Every privilege consistent with the safety, culture, and education of young ladies is assured them and their parents in advance.

**IMPORTANT.** The girls of College Hall, and all others rooming therein, will please not forget that neither the school nor the management of the hall can be held responsible for money, valuables, clothing, &c., that are taken from their rooms by sneak thieves who may in some way slip in, or by the meddlesome, pilfering hand of some member of the school or hall. Moneys and valuables are supposed to be kept either under lock (a good lock) or on the person of the owner, and if carelessly left lying about, or in an unlocked trunk, the owner must assume all risks. If a thief get in the hall everything possible will be done to catch him or her of course, and recover lost money, valuables, or clothing; if a member of the school or hall be the guilty one, he or she will be "run down" if possible, also. But these risks must be run by the occupants of the room. Doors should *always* be kept locked when the occupants are out, and trunks, bags, &c., containing money or valuables should *always* be kept well locked in addition to doors. So, do not complain if you lose things by carelessness, for College Hall is necessarily more or less of a public hall, since it is a part of a public institution.





# PART V.

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## BUILDINGS AND GROUNDS.

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### BUILDINGS.

These are located in the center of the school grounds on an elevation of about 20 feet above the surrounding streets, overlooking the entire campus, a good portion of the city, the Ohio hills on the north, and the West Virginia hills on the south.

Our school edifice now consists of a series of five buildings solidly connected, a continuous hallway extending from one end to the other.

The buildings have their main frontage on Third avenue and on Sixteenth street.

The Third avenue or north frontage is about 400 feet in length, and faces the Ohio river, two blocks distant, the fine range of Ohio hills looming up beyond.

The Sixteenth street or west frontage is 140 feet in length, facing the main part of the city.

The secondary frontages are the Fifth avenue, or south front, 400 feet, and the Seventeenth street or east front, 55 feet.

The two eastern sections of the buildings, composed of three wings, 26x55 feet, 40x70 feet, and 40x73 feet, compose the ladies' dormitory sections, known as College Hall. Between these and the other sections there is a heavy brick wall with no openings in it above the first floor.

The three western sections are given up exclusively to school purposes. These are, respectively, beginning with the most eastern, 70x78, 55x84, and 101x140 feet. All have been built since 1897, one excepted, and that one was thoroughly overhauled inside and out in 1899, thus making the entire series new and up to date in their appointments.

Before another spring term opens we hope to have a large and fully up to date dormitory for young men, with rooms for about 150, and dining hall capacity for still more.

### GROUNDS.

The school grounds, located between Third avenue on the north and Fifth avenue on the south, and between Sixteenth street on the west and Seventeenth street on the east, two city blocks in length and two blocks in width, contain *twenty-two* acres of land, for which nature has done as much, perhaps, as for any school grounds of their size in the country, toward adapting them for the purpose for which they have been appropriated. The elevated center extends from within 200 feet of the west end, where the summit of the somewhat abrupt but extremely graceful incline from the Sixteenth street level is crowned with a large widespreading beech and some smaller trees

ten to twelve inches in diameter, eastward 600 feet where it terminates in a deep terrace thirty feet high, which terrace serves as the west bank of a deep ravine. This ravine, or brooklet, enters the grounds at the southeast corner and winds its way in deep, graceful curves north-westward through the grounds, lined throughout its course with noble trees varying in diameter from ten to thirty inches. The brooklet, with an arm extending eastward, ornamented with over fifty trees, forms the eastern boundary of the elevated center of the campus referred to above. Beyond the ravine and about twenty feet lower than the elongated elevation of the center, to the eastward, are the young men's athletic grounds, about 4 acres, almost entirely level. The northern or Third avenue frontage descends by a deep, carefully cultivated terrace some twenty feet from the high central portion, from the foot of which terrace to Third avenue it is nearly level. On this portion are the main entrance, (a brick walk twelve feet wide), and fifteen of the finest old trees on the campus, besides many smaller ones. To the south of the rise extending east and west through the center, the grounds slope gently toward Fifth avenue, (the best avenue in the city), this section being twice as wide as the northern frontage. The driveway enters from Fifth avenue, about the middle from east to west, comes at right angles to the buildings, curves gracefully around the large sycamore at the immediate south of College Hall, and retraces its entrance course. The eastern portion of the south side is given up to the girls' basket ball grounds.

Besides over 100 small trees, chiefly sugar maple, planted within the last five years, and the shrubbery scattered over the Third avenue front, there are the following trees: Pawpaw 1, unnamed 1, cherry 1, mulberry 1, weeping mulberry 2, ash 3, locust 3, poplar 5, sugar 4, walnut 4, gum 6, oak 11, beech 23, lombardy poplar 25, sycamore 36, elm 67, total 184, more than 100 of which are large trees, and few of the 184 are less than eight to ten inches in diameter.

Paralleling the longer dimensions of the grounds, (the eastern-western dimensions), and but two city blocks to the north, is the Ohio river; one block nearer on the same side is the B. & O. Railway, and bounding the northern front is Third avenue, 100 feet wide, on which is the Ohio Valley Electric Railway, connecting the college with all parts of the city, with Guyandotte four miles to the east, Ceredo eight miles west, Kenova ten miles, Catlettsburg, Ky., twelve miles, Clyffeside Park, with its beautiful groves and lake, fourteen miles, Ashland, sixteen miles, and Ironton, Ohio, twenty-one miles west, students from which centers and from the intermediate smaller towns landing from this railway at the north gate of the college. This electric line brings Marshall College in immediate connection with the homes of nearly 100,000 people.

To the opposite side of the grounds, (the Fifth avenue or south side), and three blocks distant is the C. & O. Railway, and but one block distant is the Sixth avenue branch of the Ohio Valley Electric Railway.

# PART VI.

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## GOVERNMENT.

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### STATE BOARD OF PUBLIC CONTROL.

The general financial affairs of the school are in the hands of this Board; that is to say, this Board has the right to approve of all salary allowances per teacher and other officer or attache, to inspect the books, to make suggestions as to whatever expenditures may seem unwisely made, to lay down such rules and regulations with reference to the financial affairs of the school as may from time to time be deemed advisable, in short, to regulate and to supervise all matters involving the expenditure of money and all matters of building and public policy aside from the purely educational affairs of the school.

### STATE BOARD OF REGENTS.

This Board is composed of *five* members, of whom the State Superintendent of Schools is one. Of the other four *two* are members of one political party and two of the other. Their terms of service are regularly *four years*. This, as is the preceding one, is a new board provided for under a law enacted at the 1909 session of the legislature, and all appointments with them date from July 1, 1909. In order to have their terms of office expire at different times, one is appointed for *one* year, one for *two* years, one for *three* years, and one for *four* years, the fifth member, (the State Superintendent of Schools), being an elective officer serving for four years.

This Board has charge of all purely educational affairs, such as the adoption of courses of study, election of teachers, fixing salaries (subject to the approval of the Board of Public Control) appointing local executive boards, &c.

### LOCAL EXECUTIVE BOARD.

This Board, three in number, acts under the immediate direction of the higher boards and has for its duties the immediate control of the finances of the school and such other matters as are delegated

to them in the law providing for said board. At this writing it is a matter of question whether the local executive board can be legally continued under the new law and the matter has been referred to the Attorney General.

### THE FACULTY.

All matters of discipline, so far as is possible, are referred to the faculty; indeed the very healthful sentiment prevails with the board that theirs should be a *laissez faire* policy in such matters until actual necessity arises, which cases have been remarkably few in many years at Marshall College, practically nil for a quarter of a century.

Aside from the fixing of salaries, the employment and removing of teachers, and the fiscal affairs of the Normal school and its branches, the duties of conducting these schools are almost exclusively left to the faculties, who have learned to appreciate their responsibilities and not to worry either executive or state board with details except when absolutely necessary.

Student government to some extent is being inaugurated, and will be judiciously extended as results justify; but not yet is the time ripe in any school of young people for turning matters of government and discipline wholly over to the immature and the inexperienced, and the remotely responsible; the strong hand of the faculty, conservatively, sympathetically, calmly, but none the less surely and effectively, kept behind all major matters of school discipline and school government cannot well be dispensed with; and in this just as little interference as possible from still higher authority is especially to be desired if government and discipline are to be administered with a minimum of friction and a maximum of dignity and effect to *all* interested.

We have little sympathy with the hasty and extreme extension of democratic ideas of government in any part of the American system, from the home to the presidency of the United States; this can come only with, or after, a very wide dissemination of sanely democratic ideas of personal responsibility in all matters affecting the individual and his fellow. The strong hand of conscious and intelligent responsibility cannot be left out of any system of government yet for a few hundred years.

It may not be amiss in this connection, to say that we have little sympathy likewise, for many of the forms in which that remarkably ill-defined thing known as "college spirit" seeks to express itself, rather to assert itself. Educational systems are seeking to rid themselves today, as never before, of much that has been purely experimental, purely formal, or purely sentimental. Not a few of our more pretentious schools have done this in some lesser things and



have ignored it in more important ones. It is pretty nearly time to decide finally whether any of the practices and customs of young men and young women at school, such as escapades that compromise reputation as well as character, both of the individual and of the school; certain liberties that have degenerated into offensive licenses, such for example, as excessive smoking and chewing, gambling, drinking, "rushes" that endanger life or limb, hazing, "smart tricks" that humiliate, if they do not injure, the worthy and the inoffensive, class contests of any kind that leave bad feelings or "bad tastes in the mouth," anything, in short, that lowers the dignity of manly and womanly ideas of fun and of college life.

College spirit that expresses itself in disorder of any kind, in the destruction or abuse of property, in the humiliation or injury of the innocent and the inoffensive, in excesses of any kind that are out of harmony with the orderly and gentlemanly bearing of young men, is false in theory and hurtful in practice. There are many ways for having fun and enthusiasm without degenerating to beastly practices, brutal treatment of others, or coarse forms of fun which defy authority and injure persons and property.

"College fun" and "College spirit" are too often misunderstood, too often taken for synonymous terms. *Real* "College spirit" is not something that asserts itself at the expense of orderly, gentlemanly conduct; it consists in loyalty to one's school, a loyalty due to no superficial, foolish, or insane devotion such as are born of prejudice, partisanism or ill-founded preferences, but a loyalty born of congenial associations, high ideals, and sane devotion to, and belief in, the standards, methods, policies, and principles represented and carried out by a faculty whose scholarship, character, and ability command the esteem and confidence of manly young men and womanly young women. The fun and pleasures of college life are mere incidents to these main features of college spirit and will *always* come to him and to her who do their part in making real college spirit by subscribing by work and worth to the things a college ought to stand for—the making of men and women who stand for high ideals, and who can think things worth while and do things worth while.

# PART VII.

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## STUDENT ORGANIZATIONS.

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### LITERARY.

#### *THE VIRGINIA LITERARY SOCIETY.*

This society has its own hall, 36x52 feet, handsomely finished and well furnished.

#### *THE EROSOPHIAN LITERARY SOCIETY.*

This society has also its own hall and has it handsomely finished, carpeted and furnished.

#### *THE EXCELSIOR DEBATING CLUB.*

This club is for young men only.

#### *THE CICERONIAN DEBATING CLUB.*

This club is also exclusively for young men.

#### *THE SENATE DEBATING CLUB.*

This club, like the others, is for young men only.

#### *THE ZETA RHO EPSILON CLUB.*

This club is for both sexes.

#### *DIE DEUTSCHE GESELLSCHAFT.*

This also is for both sexes.

#### *THE DRAMATIC CLUB.*

This club is a feature of the work in the Department of Expression and is for both sexes.

### RELIGIOUS.

#### *THE Y. M. C. A. AND THE Y. W. C. A.*

These organizations have their own hall, 36x41 feet, handsomely finished and furnished, well carpeted, and equipped with a new piano.

## THE LIBRARY.

This occupies three rooms on the first floor, and one on the second floor, respectively 45x60 feet, 16x16 feet, 31x22 feet, and 31x22 feet. It contains about 7,500 volumes of carefully selected books,

and on the reading tables are the following magazines and other current literature:

American Agriculturist.	Journal of Political Economy.
American School Board Journal.	Journal of Geography.
American Historical Review.	Journal of Pedagogy.
American Journal of Psychology.	Ladies' Home Journal.
American Naturalist.	Library Journal.
American Journal of Sociology.	Literary Digest.
American Journal of Philology.	McClure's.
American Magazine.	Munsey's Magazine.
Atlantic Monthly.	Musical Leader and Concert Goer.
Baltimore Sun.	Musical Courier.
Bankers' Magazine.	Musician.
Bird Lore.	Nation, The.
Bookman.	Nature Study.
Broadway Magazine.	National Geographic Magazine.
Century.	Nineteenth Century.
Circle.	North American Review.
Collier's Weekly.	Outlook.
Contemporary Review.	Pedagogical Seminary.
Cosmopolitan.	Political Science Quarterly.
Country Life in America.	Popular Science Monthly.
Current Literature.	Primary Plans.
Dial, The.	Primary Education.
Edinburg Review.	Psychological Review.
Education.	Putnam's Monthly.
Educational Review.	Readers' Guide to Periodical Literature.
Elementary School Teacher.	Review of Reviews.
Etude.	School Arts Book.
Everybody's.	Scientific American.
Fortnightly Review.	Scribner's.
Forum.	Success Magazine.
Good Housekeeping.	World, New York.
Harper's Bazaar.	World's Events.
Harper's Monthly.	World Today.
Harper's Weekly.	World's Work.
House Beautiful.	Youth's Companion.
Independent.	

**BOOKS TAKEN FROM THE LIBRARY DURING THE SESSION  
OF 1908-'09 FOR READING:**

GENERAL WORKS .....	2677
PHILOSOPHY .....	742
RELIGION .....	1829
SOCIOLOGY .....	2230
PHILOLOGY .....	155
SCIENCE .....	1607

USEFUL ARTS .....	763
FINE ARTS .....	301
LITERATURE .....	3261
HISTORY .....	2280
TOTAL.....	15845

## ATHLETICS.

Year by year the interest in athletics grows more substantial and more intelligent. At this writing arrangements are being made for a larger athletic field than has before been used, and it is fully expected that we have this fenced and ready for practice by the time the first football game for the fall of 1909 is due.

Last year football made a fine beginning but a poor ending. Basket ball made a much, very much, better showing. Baseball developed quite an interest and enthusiasm, and some excellent work was done both in this and in basket ball.

More interest than ever before was shown in tennis, we were glad to note, a large number taking part in the game.

True, the limited space afforded by the gymnasium affected the public interest in indoor athletics, but in spite of this both young men and young women showed a fine enthusiasm for indoor basket ball. Next, or a part of next year, we fully hope to have a new, large, and up to date gymnasium, which will doubtless add much to the athletic spirit of the school.

We have a fine lot of strong, lusty, courageous, virile young men of good weight and enthusiasm, and it is confidently expected that the fall of 1909 will surpass all records in football.

## ADDITIONAL.

*THE LECTURE COURSE* for the session of 1909-'10, under the management of a committee of *nine*, three from the faculty, three from the Y. M. C. A., and three from the Y. W. C. A., offers some rare attractions, a course of six numbers costing over \$1100. Among the good things on it are, Governor Johnson, of Minnesota (a lecture), Bishop Bristol (his famous lecture on "Brains"), and a male quartet from New York City.

*THE MODEL SCHOOL* will be decidedly strengthened also, much to the advantage of our Normal Seniors and students who wish to do observation work, as well as to the children. A regular kindergarten department will also be opened in connection with the Model School.

*THE PREPARATORY DEPARTMENT* will be newly organized and handsomely housed, much to the benefit of all younger preparatory students, to those who wish to see room work with this grade of students, and to the order, system, and efficiency of both discipline and school work.



# PART VIII.

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## REGULATIONS AND SUGGESTIONS.

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### REGULATIONS.

1. Every student is expected to carry at least *three* regular studies, that is to say, every student is expected to have not fewer than 15 recitations per week.

2. All recitations are *one hour* in length.

3. No student is permitted to carry more than *five* full studies unless one or more of them be review work only.

4. Four full studies, 20 recitations per week, is regarded regular work, though with many students this is too much.

5. The faculty reserves the right to say how much work each student *may* carry or *must* carry.

6. To rank as Freshman a student must not have more than 50 courses of work yet to do.

To rank as Sophomore a student must not have more than 37 courses of work yet to do.

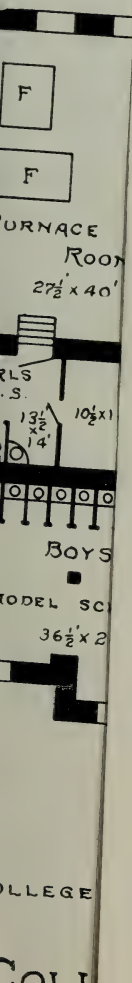
To rank as Junior a student must not have more than 27 courses of work yet to do.

To rank as Senior a student must not have more than 14 courses and his seminary work yet to do.

(A *course* is a *unit*, or the work of one full study, 5 recitations per week, for *three months*.)

Any student may become a candidate for senior standing subject to the rules regulating such, but will not be ranked as such at the opening of the fall term if he has more than 14 units and his seminary work yet to do, nor yet at the opening of the senior winter term if he has more than 10 units and seminary work; and finally, at the opening of the senior spring term, to have senior standing one must not have more than 5 units and seminary work.

All candidates for senior standing who can make senior rank by the last senior roll-call, will be permitted to graduate. This roll-call is *one month* before commencement, but only those of senior rank are permitted to take part in the class organization and class elections. Senior candidates who have a fair chance to make senior standing by the date of the senior roll-call may vote in class meetings



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SECTION 2

SECTION 3

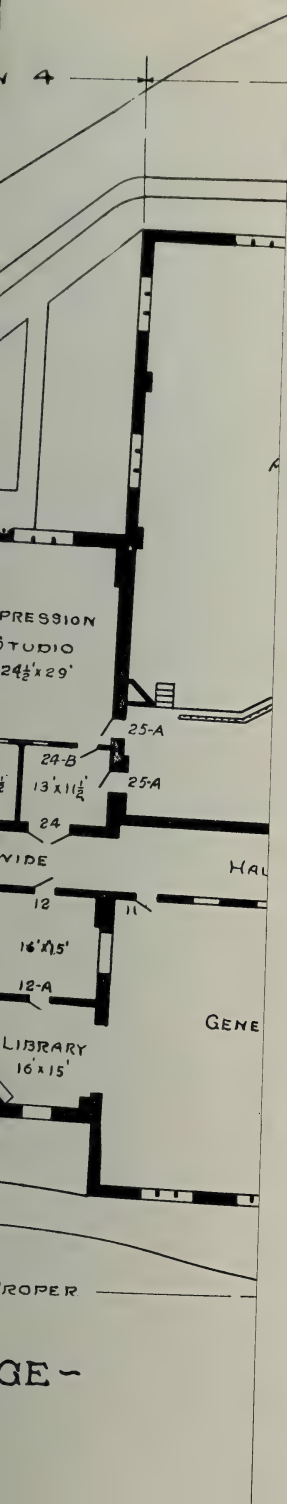
SECTION 4

SECTION 5

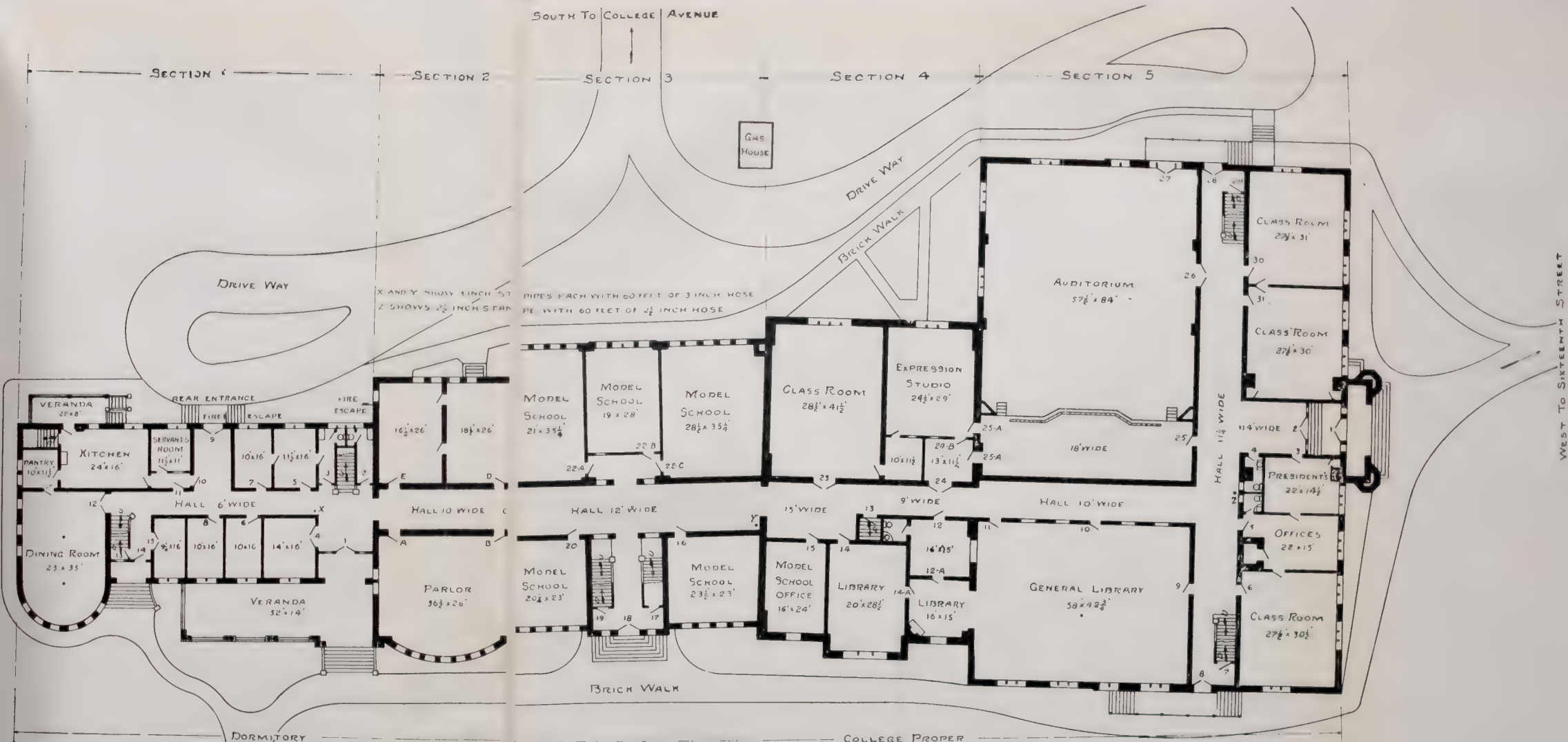
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 Z-SHOWS 2½ IN. AND PIPE WITH 60 FEET OF 2½ INCH HOSE



-BASEMENT-PLAN,-MARSHALL-COLLEGE-







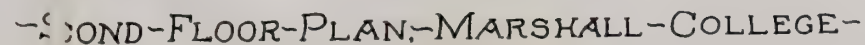
-FIRST FLOOR PLAN-MARSHALL COLLEGE-



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B

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16<sup>1</sup>/<sub>2</sub>



SECTION 4

VIRGINIAN LITER  
SOCIETY HALL  
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OSOPHIAN LITER  
SOCIETY HALL  
55' x 37 $\frac{1}{4}$ '

COLLEGE PROF



SECTION 1

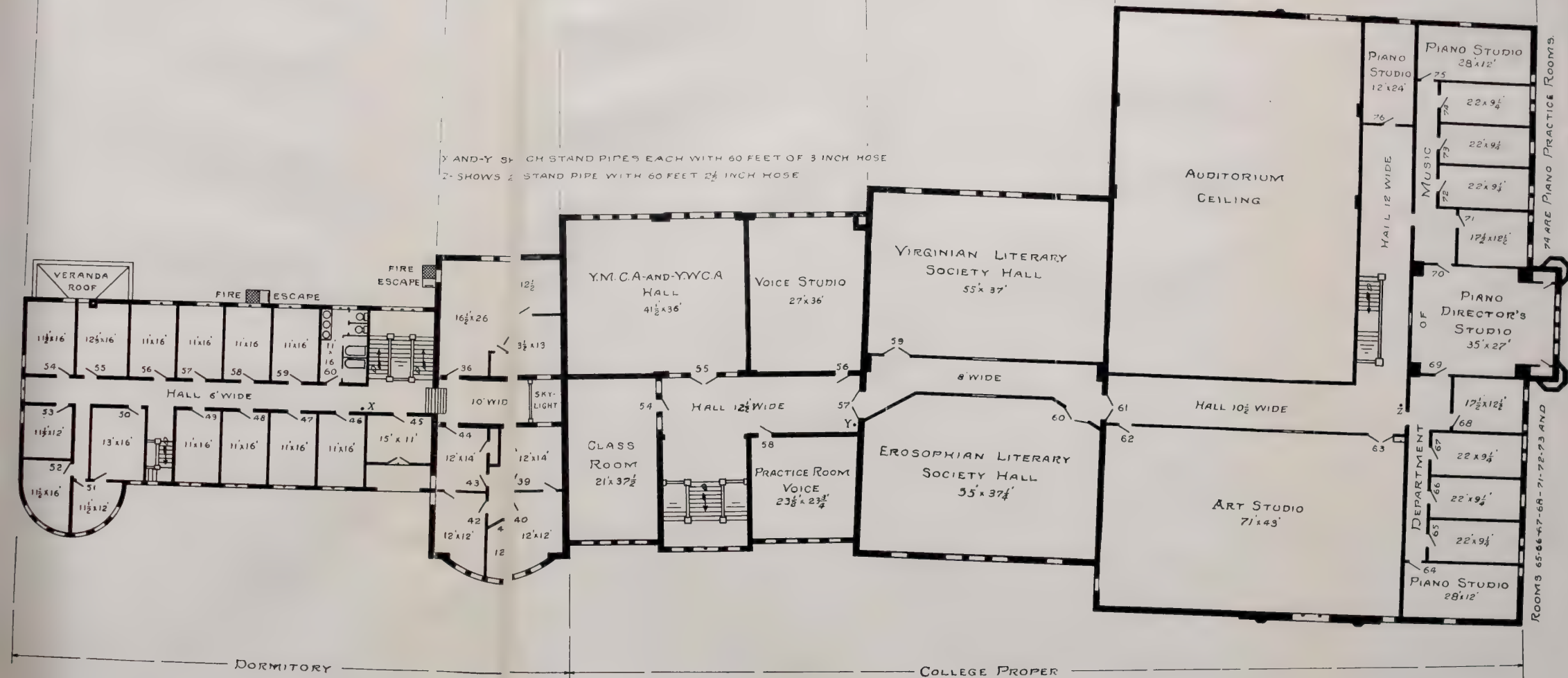
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SECTION 3

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Y AND-Y SH CH STAND PIPES EACH WITH 60 FEET OF 3 INCH HOSE  
 Z-SHOWS Z STAND PIPE WITH 60 FEET 2½ INCH HOSE



DORMITORY

COLLEGE PROPER

THIRD-FLOOR-PLAN, - MARSHALL-COLLEGE-

*except* on class organizations and the election of class officers, and may take part in all other class meetings and class matters, *provided* the president gives his consent thereto after having found their prospects for senior rank to be *fair*.

The same general rules regarding Junior, Sophomore and Freshman rank will be enforced.

7. Students who come here for the purpose of carrying music only, art only, oratory only, or any two or more of these subjects, unless they live in town, will be required to give at least four full hours per day besides their recitation hours, to their practice work in these subjects.

8. All students, in whatever departments they may be engaged, are required to attend chapel exercises, which are conducted once per week, Wednesday, from 10:30 to 11:00.

9. No student is permitted to board anywhere or room anywhere except in places approved by the boarding committee; and should anyone be found in a place not approved by the committee, he or she will be notified at once to move, on penalty of being dropped from school.

10. When a student changes his place of rooming he should notify the secretary in the president's office at once, also his class officers, that they may correct the records and be able to locate him in case a long distance phone call or telegram of importance come to the office for him.

11. Students are expected to report to the president's office for enrollment within *twenty-four* hours after their arrival in the city, sooner if convenient.

12. "Appointment" by county superintendents is no longer necessary in order to enter school here. This is a mere form that can be dispensed with entirely.

13. Under no circumstances should a student withdraw from school without notifying the president by word or by note before he leaves the city.

### SUGGESTIONS.

1. Come the *full year* if possible.
2. Get acquainted with the best students.
3. Join one of the literary societies within the first month after entering.
4. Attend the exercises of the "Lecture Course."
5. Take part, and take part earnestly and enthusiastically, in all the students' exercises approved by the faculty. We like and the students like enthusiastic boys and girls.
6. Good study means a good appetite, a good appetite means a clear head and a warm heart. In order to have the appetite one *must* exercise at least "one hour" each afternoon, and exercise vigorously.

7. Take *plenty* of exercise and take it between 2 and 7:30 p. m., sometime; not earlier, nor later.

8. Take part in athletics. It pays the school to have hearty, vigorous students. And it pays the students.

9. Take a full course if you can. It means much to *complete* things.

10. Enter on the opening day and remain till the term has closed, if possible.

11. Less than *four solid hours'* study per day means poor work; *five* should be a minimum, *eight* a maximum. This does not include recitation hours.

12. Never go off and leave your books lying in the study hall or anywhere else about the building. They are not too heavy to carry with you, or should not be. We cannot be responsible for losses thus incurred.

13. Use the library all possible. There is no more valuable opportunity for young persons offered here than the excellent list of periodicals and the collection of books in the library.

14. Do not hesitate to come to school because you are out of your teens or twenties or thirties even. If we had our preference we should have no one graduate under 21. It is much easier to find them good positions when mature. Every year we enroll students who are married, who realize that when an education is needed there is no age limit.

15. *Make your school your home.* Treat it as your home and it will so treat you. You will be received just as you receive others, loved just as you love others. Be loyal to your school and your teachers and help make the school a part of yourself as well as yourself a part of your school. Let your motto be: "I'll do everything in my power to make the school glad I am a part of it and myself glad that it is a part of me."

16. If any one wants information not given in this catalogue write for it and answer will promptly be made.

17. Every student who handles his own money should either deposit nearly all of it in his home bank before leaving home, then pay his bills by checks, or should, on arriving here, draw a check on his home bank for the amount needed for the term, at least for some time, deposit the check in a Huntington bank and pay his bills by check thereon or by drawing out small amounts by check as he needs cash. This not only is safer than carrying one's money about in one's pocket or having it locked in one's trunk, it is more businesslike and usually teaches economy by having a balance statement of one's capital before one's eyes every time one draws a check.

## A STATEMENT.

In the thirteen years that we have been connected with Marshall College the small amount of sickness among the student body has been matter not only of general comment, but of universal gratitude among those responsible for the welfare of the school. In these thirteen years, in a dormitory housing nearly 100 young ladies there had been but one case of typhoid fever, a case traceable directly to sources wholly outside the school or city, the young lady having come here thin and worn out and having taken ill almost immediately after coming. Besides this, one teacher had a case of intermittent fever, and, we lost a most worthy and faithful preceptress from pneumonia. Few schools have records as free from serious illness, where as many are schooled and housed together. Furthermore, of the large number who boarded in the city, cases of severe illness were so rare that one almost took it for granted that the health of the student body was assured. These things were due: *First*: To the care taken to see that students rooming in the city took their rooms in the most healthful sections. *Second*: To keeping in close touch with the student body, thereby noting in good season all cases of illness so that medical aid might be forthcoming at once. *Third*: To care in keeping the premises about the buildings as clean, sweet and sanitary as possible, which was easily done, as the buildings are located on an eminence high above the highest water and basements are always perfectly dry. *Fourth*: To the purity of the city water. *Fifth*: To our insisting on plenty of outdoor exercise and not too heavy work.

Last fall, in order that the work of keeping the school premises, inside and out, in perfectly sanitary condition, might be made more systematic and thorough than ever, we appointed a special sanitary committee whose business it was to inspect the buildings, inside and out, on every floor and in every room, nook and corner, monthly, and, at intervals, to call in the city physician to aid in the inspection, make suggestions and recommendations, which he did, and which were fully complied with. As usual the health of the student body was exceptionally free from disturbances of any kind till about the middle of May, when, suddenly, one of the teachers, four of the young ladies, and the wife of the president fell ill of what seemed a kind of bilious fever with malarial complications. The cases puzzled the different physicians called in by the president, even for two weeks after the illness began, when typhoid symptoms became pronounced, and at once investigations were made. First, the basements, closets, cellar, &c., were carefully inspected by a committee of three, consisting of one member of the State Board of Health, the City Physician, and the City Health Officer. After a careful and thorough-going investigation this committee reported everything in "absolutely perfect sanitary condition" and they proceeded at once to inspect the condition of the



city dairies, which supplied the college and the city with their milk and cream, the water having been found entirely pure. Here, in the dairies, the committee found what was to them, conclusive proof that the infection came through the milk supply, having traced the several cases that appeared outside the school among the city-people to the same source. Accordingly, the committee published its findings in the city papers so that the public could regulate their milk supply, which, as far as the college was concerned, was done by discontinuing the use of dairy milk and adopting the pasteurized milk as the source of supply from this time on, the city having the good fortune to have a plant (or factory) where milk is pasteurized, that is, freed, by a system of heating, of all germs, before using it or selling it for use. This plant, located near the center of the city in a white vitrified brick structure, is open for inspection by the public at all times so that any one can see just what the source of his milk supply is.

With this precaution no new cases of illness appeared, and every one goes about his work assured that the cause having been traced and corrected the effect will disappear at once.

We have made this full statement because the public has a right to be familiar with all the facts relating to the affairs of a public institution in so far as those facts relate to the public welfare, and in so far as the management of a public institution is concerned, the wilful suppression of such facts cannot be viewed in any other than a very serious light by us, for the public is usually very reasonable when it feels that it has been dealt candidly and timely with, and such shall ever be the case so long as we have aught to do with the public, no matter in what capacity.

The source of, and remedy for, the lapse in the sanitary condition of things having been thus carefully, thoroughly and officially traced and applied, there is no reason why the health of the school should not be better than ever, for one source of much of the ills of life—one's milk supply—has been placed upon what physicians regard an absolutely safe basis here.

But we cannot pass over in silence one more observation: For years we have noticed that *uniformly* the student, as well as the individual in general, who lets his system become depleted by overwork, poor nutrition, lack of exercise, late hours, lack of attention to his bodily functions, neglect to drink plenty of good water, worry, anxiety and a few other violations of simple natural laws, is almost universally the one who first falls victim to infections. This, of course, is but a simple statement of an obvious truism, but we cannot but urge upon parents the necessity of caution to their children in this matter, and we promise them still more rigid supervision of their children's work, exercise, &c., here, though we have made matters of this kind a special duty with this school. It is nothing short of

suicidal for young men and women to attempt to do in one year at school what ought to occupy them at least 18 months or two years. For several years we have contended for a rule in this school and its five branch schools forbidding any student to carry more than *four full subjects* in his school work, feeling assured that *four* well done is as much as any one ought to do, more than many can do, and hereafter, rule or no rule, the number will be reduced to a basis in harmony with good health whether we have 75 graduates or 7 at our annual commencements, and the hours for work, for sleep, and for exercise will receive much more attention. In addition to these precautions a series of lectures by the medical fraternity of the city will be given each year hereafter, a few popular ones for the entire student body, some more technical and more special for maturer students, and still others for young gentlemen only and for young ladies only—the latter, in part, by a lady.

Very respectfully,

L. J. CORBLY, President.

We append hereto a copy of the report made by the committee named by the State Superintendent of Schools, Regent G. A. Northcott and President Corbly, to inquire into, and report on, the cause of the illness referred to above.

June 2, 1909.

Acting under the directions of the State Superintendent of Schools, M. P. Shawkey, Regent G. A. Northcott, and President L. J. Corbly, we have this day examined all the water closets, toilet rooms, basements, store rooms, cellars, hallways, furnace rooms, etc., of Marshall College to ascertain whether there might possibly be some defect in plumbing, sewerage or other arrangement or condition connected with said institution which could have been partially or wholly responsible for some sickness that has developed in connection with the school within recent weeks. After a thorough and careful examination of all the premises, both inside and outside the buildings, this committee unhesitatingly states that the sanitary conditions in and about the college are as nearly perfect as they could be made, and that there is no trace whatever of anything that could have contributed, in any way, to the few cases of sickness that have occurred in connection with the college lately. We, therefore, state that there is no reason whatever for fear on the part of the patrons or students, and that the school should go right along as it has been, and that to do anything else would be wholly unnecessary. Beyond the shadow of a doubt, the cause for whatever sickness that has occurred in connection

with the school lies wholly outside the college premises, and has been, in our opinion, the milk, which now has been changed, and everything has been made perfectly safe.

Very respectfully,

R. E. VICKERS, Member State Board of Health.

H. C. SOLTER, City Physician.

J. W. BURNETT, City Health Officer.

## STATISTICAL.

We fully intended to print a full list of the students for the session of 1908-'09, but just before beginning to write the catalogue our secretary and office girl fell ill and had to go home, where she remained till after the catalogue was completed. The collection and listing and correcting of the list was a practical impossibility without her, hence the omission of the names. A somewhat careful estimate of the total enrollment showed that it stood very close to 1100.

There was a falling off in the preparatory year over previous years of about 50, but an increase in the higher grades of the school of about 75 to 80.

The following is the enrollments by departments for the session of 1908-'09, fall, winter, and spring combined:

Expression, 60.	Education, 750.
German, 170.	Latin, 795.
Music, 225.	Biology and Geology, 879.
Greek, 233.	History, 1112.
French, 348.	Art, 1155.
Phys. and Chem., 626.	Mathematics, 1271.
	English, 1476.

Some of the work done under the Greek Department was Latin, and a small amount of that done under the Physics and Chemistry Department was Biology and Geology work, because these departments were less crowded than those which they assisted. None the less do the above figures represent the work done under the various departmental heads.

*The Alumni Roll now foots up the respectable total of 682.*

UNIVERSITY OF ILLINOIS

~~CONFIDENTIAL~~  
PRESIDENT'S OFFICE





24  
10

Catalogue

# Marshall College

State Normal School

Huntington, W. Va.

1909/10

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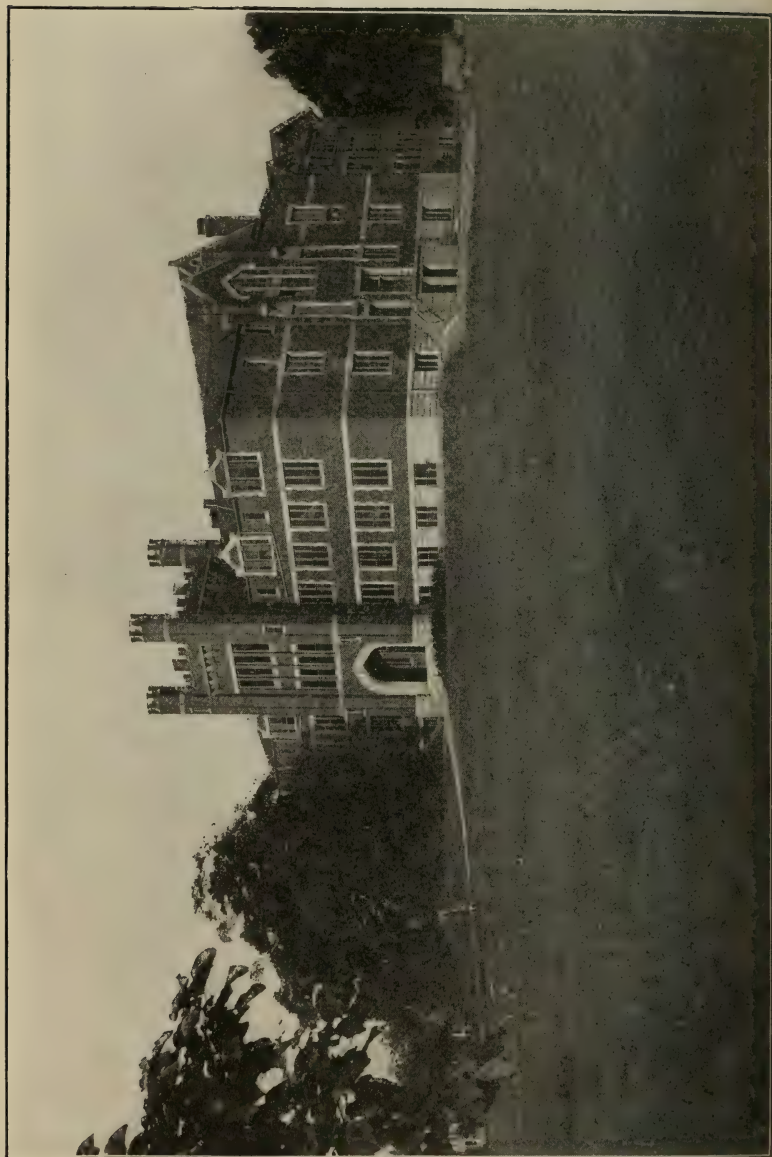
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JUNE, 1910









SOCIETY ENTRANCE TO THE COLLEGE.

# CATALOGUE

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UNIVERSITY OF ILLINOIS

.....  
PRESIDENT'S OFFICE

## MARSHALL COLLEGE

### STATE NORMAL SCHOOL

### HUNTINGTON, W. VA.

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ISSUED JUNE, 1910.

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## CALENDAR.

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SESSION 1910-'11.

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FALL TERM—OPENS.....WEDNESDAY, SEPTEMBER 14.  
CLOSES.....TUESDAY, DECEMBER 20.  
WINTER TERM—OPENS.....TUESDAY, JANUARY 3.  
CLOSES.....WEDNESDAY, MARCH 5.  
SPRING TERM—OPENS.....TUESDAY, MARCH 21.  
CLOSES.....TUESDAY, JUNE 13.  
SUMMER TERM—OPENS.....WEDNESDAY, JUNE 14.  
CLOSES.....FRIDAY, JUNE 17.

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## HOLIDAYS.

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THANKSGIVING.....THURSDAY, FRIDAY, SATURDAY AND  
SUNDAY, NOVEMBER 24, 25, 26 AND 27.  
CHRISTMAS.....DECEMBER 21 TO 31 INCLUSIVE, AND  
JANUARY 1 AND 2.  
WASHINGTON'S BIRTHDAY.....WEDNESDAY, FEBRUARY 1.  
SPRING VACATION.....MARCH 16, 17, 18, 19, AND 20.

# PART I.

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## OFFICIAL BOARDS 1910-'11.

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### STATE BOARD OF CONTROL,

*Charleston.*

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HON. J. S. LAKIN, <i>President</i> .....	<i>Charleston</i>
HON. THOS. E. HODGES, <i>Treasurer</i> .....	<i>Charleston</i>
HON. JOHN A. SHEPPARD.....	<i>Charleston</i>

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### STATE BOARD OF REGENTS.

---

HON. M. P. SHAWKEY, <i>President, STATE SUPT. OF SCHOOLS,</i> <i>Charleston, W. Va.</i>	
HON. M. C. LOUGH.....	<i>EDITOR</i> <i>Fairmont, W. Va.</i>
HON. J. B. FINLEY.....	<i>BUSINESS MAN</i> <i>Parkersburg, W. Va.</i>
HON. G. A. NORTHCOTT.....	<i>BUSINESS MAN</i> <i>Huntington, W. Va.</i>
HON. GEO. S. LAIDLEY.....	<i>EDUCATOR</i> <i>Charleston, W. Va.</i>

## THE FACULTY.

---

SESSION 1909-'10.

---

L. J. CORELY, *President* ..... *Psycholog*  
West Va. Normal School, State University and Universities of Halle and  
Berlin, Germany.

### ENGLISH.

C. E. HAWORTH, A. B., A. M., *Vice President*..... *Literatu*  
Colgate and Chicago Universities.

W. H. FRANKLIN, A. B., *Rhetoric*.  
West Va. Wesleyan and Alleghany College.

ADA R. COLBERT, A. B., *Grammar*.  
West Va. University, Harvard and Chicago.

L. P. MILLER, A. B., LL.B., *Reader of MSS*.  
State University.

### FRENCH.

MRS. NAOMI EVERETT, Ph. B., *Dean of Women*.  
Steubenville Seminary, University of Chicago and University of Strass-  
bourg, France.

### EDUCATION.

L. E. APPLETON, L. B., Ph. B., Ph. M., S. M., Ph. D., *Professional S-*  
*jects and Superintendent of the Practice School*.  
Oberlin College and Chicago University.

HARRIET LYON, B. E. D., M. E. D., *Supervisor of Model School*.  
Edinboro State Normal Training School, Inter-State School of Methu-  
en, Work under Col. Parker, Thomas Balliet, and Alexandre Frye.

MRS. MARGUERITE MARPLE, *Grades IV and V., Model School*.  
Marshall College.

ONA ULLMAN, *Grades II and III, Model School*.  
Woodsfield High School, Marietta College, and Kindergarten Course at  
Chautauqua, N. Y.

LILLIAN ISBELL, *Grade I., Model School.*

Huntington High School, and Teachers' College Columbia University.

HARRIETT FERGUSON, *Kindergarten.*

Marshall College and Chicago University.

### MATHEMATICS.

LILIAN HACKNEY, A. B.

West Va. University, Ohio Wesleyan, Cornell and Columbia.

EDITH CLARKE, A. B., A. M.

Vassar.

ELIZABETH COLWELL, A. B., A. M.

Denison University, Vassar and Radcliffe.

### LATIN.

C. H. SAYLOR, A. B., Ph. D.

Johns Hopkins.

B. B. CHAMBERS, A. B.,

Marshall College and Denison University.

### GREEK.

HARRIETT D. JOHNSON, A. B.

Denison University and Chicago University.

### HISTORY.

J. A. FITZGERALD, A. B., A. M.

Marshall College, Georgetown College and Chicago University.

### BIOLOGY AND GEOLOGY.

W. G. VINAL, A. B., A. M.

Bridgewater Normal, Lawrence Scientific, and Harvard.

### PHYSICS AND CHEMISTRY.

R. M. WYLIE, A. B., A. M.

Denison University.

### GERMAN.

OLLIE STEVENSON, A. B., A. M.

Northwestern University and Berlin, Germany.

### ART.

E. E. MYERS,

Pittsburg, Cincinnati, Harvard and New York University Schools of Art.



## PREPARATORY.

EMMA R. PARKER, B. E., *Principal.*

Greensboro Female College and University of North Carolina.

ANNA DENOON, A. B., *Assistant.*

Marietta College.

## MUSIC.

RHODA CRUMRINE, *Senior Teacher of Piano and Theory.*

West Va. University, Graduate Study under John Porter Lawrence and Wm. H. Sherwood; also under Anton Foerster, Richard Burmeister Philip and Scharwenka, of Berlin, Germany.

IRMA ARCHER,

A Pianist of exceptional skill and a teacher of large experience was connected with the Piano Department during the Fall Term.

HELEN MARY TUFTS, *Assistant in Piano.*

Marshall College.

FRANCES CANTERBURY, *Assistant in Piano (Spring Term)*

Marshall College.

MRS. LOUISE FAY HAWORTH, *Head of Voice Division.*

Private Study, New York City under Marie Bissell, Armour Galloway and Oscar Sanger.

## EXPRESSION.

FLORENCE C. WHITE,

Emerson College of Oratory and Private Study in New York City.

## LIBRARY.

MRS. ELIZABETH F. MYERS, *Librarian and Manager of College Book Store.*

ORA B. STAATS, *Assistant Librarian.*

## COLLEGE HALL.

ORA B. STAATS, *Preceptress.*

MRS. NELLIE A. KEARN, *Matron and Secretary.*

LILIAN HACKNEY, *Treasurer.*

## STANDING COMMITTEES.

---

SESSION 1910-'11.

---

### CLASS OFFICERS.

CLASS OF 1911—Miss Colbert and Dr. Haworth.

CLASS OF 1912—Miss Johnson and Mr. Wylie.

CLASS OF 1913—Miss Colwell and Miss Stevenson.

CLASS OF 1914—Miss Clarke and —————

### GENERAL.

GRADUATION—Misses Hackney and Colwell.

SENIOR EXERCISES—Senior Class Officers.

JUNIOR EXERCISES—Junior Class Officers.

LIBRARY—Dr. Haworth and Mrs. Myers.

PUBLIC EXERCISES—Miss Johnson and Dr. Haworth.

STUDENT SOCIALS—Miss Staats and Mrs. Kearn.

RECITATION SCHEDULES—Miss Hackney and Mr. Fitzgerald.

BOARDING—Mr. Fitzgerald, Mrs. Everett and all Club Managers.

ATHLETICS—Mr. Fitzgerald, Mr. Wylie and Miss Staats.

STUDENT ORGANIZATIONS—Mr. Wylie and Miss Stevenson.

CARE OF GROUNDS—Mr. Myers and Miss Staats.

CARE OF BUILDINGS—Miss Colwell and Miss Hackney.

ADVISORY TO LADY STUDENTS—Mrs. Everett.

### COLLEGE HALL.

DINING ROOM—Mrs. Kearn and Miss Hackney.

HOUSE—Miss Staats, Mrs. Kearn and Miss Hackney.

GOVERNMENT—Miss Staats and the Senior Monitors.

## DUTIES OF STANDING COMMITTEES.

The duties of all committees except perhaps two, "Advisory to Young Ladies," and in College Hall, "Government," are so well understood by the members of the faculty that they need not be outlined here. The committee coming under the heading "Advisory to Young Ladies" is the same as that included in the title "Dean of Women." To the average reader these duties are perhaps clear enough but for the benefit of the younger ladies of the school it may be well to state these in brief:

1. It is the duty of the Dean of Women to set aside certain hours and official headquarters when and where she can receive young ladies who wish advice, (or *need* it) or counsel on matters pertaining to their private affairs, and all school matters which they may prefer to discuss with one of their own sex.

2. To keep in touch with all hostesses where young ladies board and room, decide where young ladies may board and room, keep in touch with them in cases of illness or other conditions needing assistance, to lay down and enforce all rules and regulations governing young ladies' conduct and behavior outside of College Hall, whether in school, on the streets, in their boarding places, at public functions, etc., and to give all permits not provided for otherwise.

In brief, The Dean of Women has full charge of all young ladies connected with the school while they are not in their own homes, or while not under the jurisdiction of the Preceptress of College Hall or their teachers in class. She is their counsellor, adviser, protector, helper, and director in all matters not coming under other specified or clearly implied authorities.

The duties of the Preceptress of College Hall are confined to the young ladies of that Hall who have rooms therein. Her authority over these young ladies is practically absolute, only the president of the school having authority to interfere in matters coming under her jurisdiction. She has full authority also over the Hall, on occasion of all functions held therein, and has the right to eject, or have ejected, any young lady or gentleman found trespassing or misbehaving in the Hall in any way or *about* its immediate premises, and to deny them re-admittance to the Hall or its premises. Authority in College Hall has heretofore been illy defined, a fact which has led to unpleasantness at times and to conflict of authority at other times. This must not occur again, and need not if the letter and spirit of the duties outlined above are adhered to.

## HISTORICAL AND INFORMATIONAL.

---

*MARSHALL COLLEGE WAS ESTABLISHED* as a private school, in 1837.

*IT WAS NAMED* for Chief Justice John Marshall of the United States Supreme Court.

*ITS ORIGINAL NAME* was "Marshall Academy."

*IN 1856 THE NAME* was changed to "*Marshall College.*"

*IN 1867 IT BECAME* a State School and its chief function became that of a Normal School, but, by legislative enactment the name "Marshall College" was retained.

*THE ENROLLMENT OF THE SCHOOL* grew and fell back from time to time, varying till 1895-'96 from less than 100 to 185. During the session of 1895-'96 the number passed the 200 mark a little, and since that time has gradually grown to 1100.

*THE WORK OF THE SCHOOL SINCE 1867* has been a combination of the Normal and Academic, chiefly, indeed almost wholly, Academic till 1902, at which time the nucleus of a training school for teachers, (the Model School) was incorporated in the work of the school. This Model School has grown grade by grade till 1909-'10, when all eight grades have been represented by about 160 children, (20 in a grade.) Since 1902 the Normal feature has been emphasized more and more till now about *three fourths* of the graduates are from this department, though the interest in the Academic Department has gradually grown, and the number of graduates from that department has gradually increased from year to year.

*THE SCHOOL IS CO-EDUCATIONAL*, the young ladies usually outnumbering the young gentlemen by a small per cent. though, one class in recent years had almost two gentlemen to one lady.

*NO DEGREES ARE CONFERRED.*

*THE REQUIREMENTS OF THE STATE BOARD OF REGENTS* are such that no one can be selected on either the Normal or Academic Faculty who has not taken his A. B., or an equivalent degree, in some high class college or university.

*GRADUATES FROM THE NORMAL COURSE* are awarded No. 1 state certificate good for 5 years and renewable under reasonable conditions. These certificates are accepted in all the public schools of the state except in a few of our larger towns, where applicants

holding these certificates may be required to pass an additional examination.

*MARSHALL GRADUATES* have no trouble securing positions at salaries ranging from \$50 to \$65 per month for the young ladies and \$60 to \$100 for the young gentlemen.

*THE ALUMNI ROLL* numbers 772 since the school became a state institution.

*THE SCHOOL* has its own book and stationery store in the main building.

*THE LIBRARY* contains about *ten thousand* volumes, and has, on its reading tables, *eighty* of the standard English, French, German, and American magazines.

*THIS YEAR*, for the first, the school offers a graduate course for teachers. This course covers but one year at present, but is constructed with a view to adding a second year as soon as there is demand for it.

*SINCE A MODEL SCHOOL*, organized as a practice school for teachers and including all eight grades, is connected with the institution, there ceases to be any age limit for admission to the various courses, except the first primary, which is 5 years. The Board of Regents ruled that any youth whose ability, character and educational attainments fit him for entering the freshman or more advanced years of the courses should be admitted regardless of his age.

*HUNTINGTON*, the city in which Marshall College is located, is accessible to the public through Ohio river steamers, and through three trunk line railways, the C. & O., the B. & O., and the N. & W. the last named crosses the Ohio river *eight miles* below the city and passengers are transferable to the city over either of the other two roads or by suburban trolley, which extends *sixteen miles* out of the city.

*THE ESTIMATED POPULATION* of Huntington is 35,000; the population coming within connection with the inter-urban trolley cars is about 40,000 more,

*THE CAMPUS* contains 16 acres of very choice land near the center of the city.

*THE BUILDINGS* are all practically new, are built in a solid series of five sections extending east and west 400 feet with an average width of 80 feet; the value of buildings, equipment, and grounds is estimated at half a million dollars.

*THE WORK* of the school is classified into thirteen departments: English, Education, Mathematics, Physics and Chemistry, Biology and Geology, History, French, German, Latin, Greek, Manual Art, Music, and Expression. The model school is included under the department of education.



A *UNIT* as used in this catalogue is the work in any approved subject for one term, (three months) or its equivalent, recitations one hour in length and five times per week.

A *POINT* is equal to *one-fifth* of a Unit, that is, the equivalent of one recitation per week for three months, all recitations one hour in length.

But since the fall term, or quarter, is over three months in length, the winter term a little less than three months, the spring term about even three months, it may be more accurate to speak of a Unit as the equivalent of not less than 50 hours class work, and as many more hours as the term in which the work is done, may offer.

THE WORD "*SESSION*" as used in this book includes three terms, the fall, the winter, and the spring, see page 2. The summer term, which is, in fact, a half term, is not included when speaking of a "*session*."

THE WORD "*TERM*" as used in this book means a quarter of a year, (three months), or a third, approximately, of the nine months "*session*" extending from the September opening to the June Commencement.

THE "*SESSIONS*" OPEN on the Wednesday nearest the 15th day of September and CLOSE on the Tuesday nearest the 12th day of June.

THE SUMMER "*TERM*" OPENS on Wednesday (the day following the June Commencement) and CLOSES at the end of the 30th school day. It is stated this way because sometimes the students of the summer term prefer to keep the classes open *six* days per week instead of *five*, which brings the term to a close before the end of the six calendar weeks advertised on page 2.

ANY STUDENT who falls short not more than *two units* of completing his course of work, normal or academic, at the close of any spring term is permitted to appear on the platform with the graduating class at the June Commencement and take part in all the senior exercises, provided he duly enrolls for the succeeding summer term and pays all fees connected with same before the opening of commencement week immediately preceding said summer term. In such cases his diploma is withheld till he has completed in a satisfactory manner within said summer term the remaining *one* or *two* units against him, after which his diploma will be presented by the president.

ANY STUDENT may complete his course at the close of either fall or winter term, but in such cases he is expected to be present and take part in all senior exercises at the following June commencement unless excused therefrom by the president.

NO STUDENT is permitted to graduate without having spent one

full year (three consecutive terms, fall, winter and spring) in residence work here.

*ALL RECITATION PERIODS* are *one hour* in length.

*NO STUDENT IS PERMITTED* to carry more than *four full subjects*, (20 hours class work, per week) without the consent of his class officers, and none is permitted to carry fewer than *two full subjects* except by permission of the president; and unless there is satisfactory excuse for not carrying more than two subjects, a special tuition is charged.

*TO RANK AS FRESHMAN* a student must not have more than 48 units of work yet to do to complete his course.

*TO RANK AS SOPHOMORE* 36 units is the maximum number of units yet to complete.

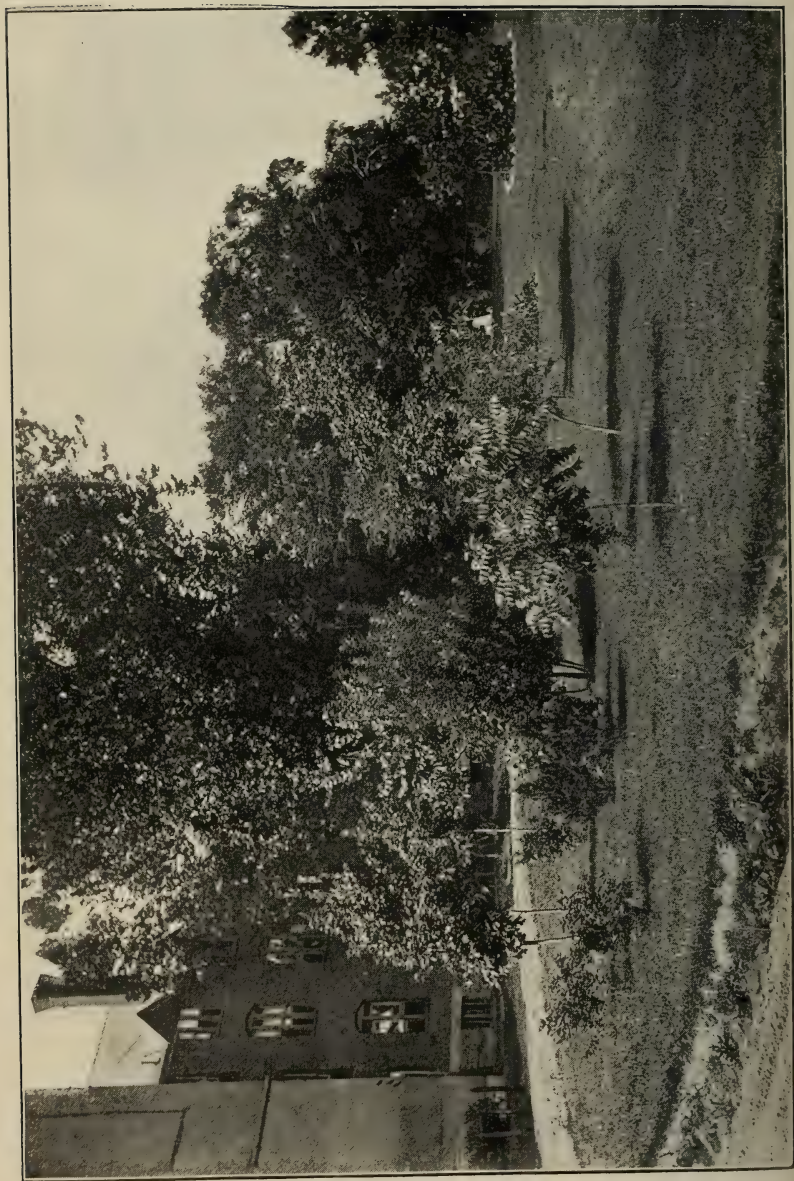
*TO RANK AS JUNIOR* 24 units is the maximum number of units yet to complete.

*TO RANK AS SENIOR* 12 units of uncompleted work is the maximum at the opening of the fall term. Students falling below the standard for Senior Rank may rank as "candidates" for senior standing provided they have not more than 14 units of uncompleted work. As such they can have no vote in electing senior officers for the class, but may take part in all senior social and business functions till the faculty rules that senior rank is impossible for them. If, at the close of the fall term the number of units against a senior candidate be reduced to *eight*, he will be entitled to full senior rank, otherwise he will remain on the candidate list.

If at the close of the winter term he have not more than *four* units against him he will be entitled to senior rank, otherwise not.

*THERE ARE 48 UNITS* of work in each of the courses (normal and academic), besides vocal music, the senior spelling test, and the work of the seminaries, 12 in each of the *four years*.





ALONG THE DRIVEWAY, SOUTH ENTRANCE TO COLLEGE HALL.



## PART II.

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### ADMISSION.

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#### RECOMMENDATION.

It is always the safe thing to do when entering a school with no member of the faculty of which a student is personally acquainted, to have with him a letter of recommendation of recent date written by some reliable citizen of his own community who is in no way related to him. We recommend that every student who has no personal acquaintance with any member of the faculty of this school who can vouch for his character and behavior, bring with him such a recommendation as is mentioned above. This is liable to be called for at any time, hence it is well to have such with one.

In addition to the recommendation every student is required to sign the following when he enrolls:

"I hereby agree to abide by all the rules and regulations of this school, Marshall College, during my connection with it as student, to be obedient to all properly constituted authority, and in case of any violation of rule or regulation, or disobedience to properly constituted authority, I shall accept, without complaint, such punishment as said authority may attach to said violation or disobedience, or I shall withdraw from the school."

Signed.....

(The following is intended for male students, only):

"I furthermore pledge my word of honor that under no circumstances will I use tobacco in any form while on the school grounds or in the school buildings, either during school hours or on Saturdays, Sundays, or other vacation days."

Signed.....

The president reserves the right to suspend or expel anyone who is found violating this signed assurance that tobacco will not be used under any circumstances, on grounds or in buildings by any one who is a student. He does not interfere with the tobacco habits of young men students off the grounds, however much he may disapprove of these habits, particularly the pipe, the cigarette, and the



chewing habit. These are matters for young men to decide for themselves, except that he advises strongly against it, especially in the case of immature boys. Cleanliness,—shall we not say *Common Decency*,—demands the above ruling with reference to the school buildings.

#### CREDITS FOR WORK DONE ELSEWHERE.

Credit is given for work done in any school of recognized standing and known thoroughness in the work it requires. The number and extent of these credits depend on the course of study in said school, the teachers under whom the work was done, and whether it covers the requirements here. The text book used, and especially the school, and the education and experience of the teacher under whom the work was done are the items of importance to us when allowing credits. Correspondence beforehand is always the safer plan for the applicant for credits to adopt. Write the president of this school direct.

Those holding *First Grade* certificates issued under the new West Virginia law, or its equivalent, will receive credits on the following subjects, provided they have made 90 per cent. or above on these subjects, provided further that their work as students here indicate that their scholarship is of such proficiency as will justify our giving these credits, and provided, finally, that our "Parallel Reading" requirements be complied with: 1. Written Arithmetic. 2. Mental Arithmetic. 3. Geography. 4. U. S. History. 5. General History. 6. Penmanship. 7. Bookkeeping.

Credits will not be given on Roman history, and English history unless these subjects have been completed in a good school, under a good teacher of history, in separate text books. The work on these subjects in General history will not be accepted as work on Roman and English history. Our students are required to use separate texts on Roman and English history. Credit on Greek history will be given those who have made a grade of 90 on General history in West Virginia state uniform examinations, and to those who can furnish satisfactory grades for work done on this subject in General history.

Credits will be given on any other subject in the normal or academic courses whenever the applicant for credits can produce a written statement from a school whose work can be approved. Blank are furnished applicants, who may send them to the schools where the work was done, for filling out and for signature. On receiving credits, entry is made on our grade book stating where the accredited work was done, so that in case the applicant afterward prove deficient in the subjects on which credits have been given, we may

discontinue that school as an accredited one, or refer the one who discovers the imperfection, to our records to show that the work was not done here.

No student, however, no matter how many credits he may have, is permitted to graduate without having spent *one full year* at this school, except by special permission of the State Board, and this must be his *junior or senior year*.

## FEES.

### NORMAL AND ACADEMIC.

The only fee required of West Virginia students for entering the Normal and Academic departments is the "Enrollment Fee," \$3.00 per term, which is payable at the opening of each *term, fall, winter, and spring, AND IS NEVER REFUNDED, NO MATTER HOW SHORT A TIME THE STUDENT MAY REMAIN IN SCHOOL. This fee is always payable in advance and should be brought when the student presents himself for enrollment, as it is the receipt for this fee which must be presented to the teacher before the student can enter his classes.*

The State Board of Control has lately ruled that all students, in whatever department they may enroll, must pay all school fees for the term (fall, winter, or spring) in which they present themselves for enrollment before they enter their classes. This has been the custom in the school heretofore, but we have been perhaps too lenient in certain cases, such as those in which a father sends a son or daughter here for enrollment with a written request that we enroll his child and send him the bill, also in cases where students or parents found it inconvenient to pay at enrollment time. But by a little diligence these things can be overcome, and we shall have to insist on executing the ruling of the State Board.

The \$3.00 Normal and Academic fee in addition to admitting the student to classes in those departments admits him to all athletic contests, base ball, basket ball, foot ball, etc., free of the charges made by outsiders.

Students from other states pay, in addition to the enrollment fee of \$3.00 per term, a small *tuition fee* of \$6.00 per term, in the Normal and Academic departments, a total of \$9.00 per term.

As stated on a preceding page of this catalogue the word "*term*" means a "*quarter*," (one fourth of a year,) see calendar on page 2. "*session*" includes *three terms*, the fall, the winter, and the spring terms. The summer term is in fact a half term, and is not reckoned the use of our word session.

The fee for the summer term is \$6.00 for all students, whether

West Virginians or from other states. The reason this fee is pro rata larger than for other terms and is the same for both resident and non-resident students of this state, is because there is no state appropriation to pay teachers' salaries for this term, the salary allowance coming from tuitions, which is not the case for the other three terms.

#### THE MODEL SCHOOL.

By the "Model School" is meant the several grades of the Practice School, which are classified as follows:

Primary Division—Grades I., II., and III.

Intermediate Division—Grades IV., V., and VI.

Advanced Division—Grades VII., VIII., and Sub-Freshman.

By "Sub-Freshman" is meant that class of young people who have most of their work in the Freshman Year, the rest in grade VIII.

The following are the tuition rates for the various divisions of the Model School:

In cases where three or more children come from the same family the rates are, each child, *per year*, \$12.00.

In cases where there are but two children from the same family the rates are, each child, *per year*, \$14.00.

In cases where but one child comes from each home the rates are *per year*, \$15.00.

It is very much to be preferred that tuitions in this department be paid in advance for the full year.

The fees charged for entrance to the Model School go toward paying the salaries of the teachers of that school, also for purchasing equipment, library books, etc., for the children in the Model School.

For fees in Music, Expression and Private Art work see under these subjects in Part III.

# PART III.

## COURSES OF STUDY.

### NORMAL COURSE.

Subjects.	Hours.
1 Agriculture .....	60
2 Algebra .....	240
3 Arithmetic, Written and Mental .....	60
4 Botany .....	60
5 Chemistry, Inorganic, ( <i>Alternate with Physics</i> ).....	120
6 Chemistry, Organic, ( <i>Alternate with Physics</i> ).....	60
7 English, Grammar .....	180
8 English, Rhetoric .....	180
9 English, American Literature .....	120
10 English, English Literature .....	240
11 Ethics .....	30
12 Geography, Industrial and Commercial .....	60
13 Geography, Physical .....	60
14 Geometry, Plane .....	120
15 Geometry, Solid .....	60
16 History, Oriental and Greek .....	60
17 History, Roman .....	60
18 History, English ( <i>Alternate with No. 19</i> ).....	120
19 History, Mediaeval and Modern ( <i>Alternate with No. 18</i> )....	120
20 History of Education .....	30
21 Latin .....	360
22 Manual Arts .....	180
23 Methods .....	90
24 Pedagogy .....	90
25 Physics ( <i>Alternate with Chemistry</i> ).....	180
26 Psychology, Pure and Applied .....	90
27 School Management .....	30
28 Sociology .....	30
29 Teaching .....	60
30 Vocal Music .....	30

NOTES: 1. The work of the Pedagogy and Current History Seminars is additional to the 48 points of this Course.

2. For explanations of the words "HOUR", "UNIT," etc., as used in these outlines, see notes under "Modern Language Course," to be read next following this.

3. The same rule concerning the senior spelling test applies to those taking the normal course as well as to those taking the other courses, see under Modern Language Course, Note No. 5.

4. A "Point" is *one-fifth* of a "Unit."

5. Three substitutions, (or alternates), may be made in the Normal Course, other than those named, and may be selected from either of the other courses, *but all substitutions and electives must be made with the permission of the class officers and be approved by the president, both in this and other courses.*

## GRADUATE YEAR—NORMAL COURSE.

### *Subjects.*

- 1, METHODS: a. In Collecting Materials.
- b. In Arranging Materials.
- c. In Text Preparation.
- d. In Instruction.

### APPLIED TO:

- |                        |                       |
|------------------------|-----------------------|
| (1.) <i>Reading</i>    | (6.) <i>Language</i>  |
| (2.) <i>Writing</i>    | (7.) <i>Grammar</i>   |
| (3.) <i>Spelling</i>   | (8.) <i>Geography</i> |
| (4.) <i>Arithmetic</i> | (9.) <i>History</i>   |
| (5.) <i>Drawing</i>    | (10.) <i>Hygiene</i>  |

IN ALL.....20

2. THE CHILD: Its Home Life. Its Inheritance. Its Environments. Its Defects:
  - a. Physical. b. Mental. c. Moral. Its Nature. Its Growth and Development. Formative Influences. Its Peculiar Tastes, Likes and Dislikes .....20
3. METHODS: In DISCIPLINE (*Moral Education*): Neatness, Cleanliness, Sitting-Posture, Standing Posture, Gait, Conversational Tone of Voice, Attitude towards others (Parent, Stranger, Teacher, Fellow Pupil); Respect for Authority, for Custom, and for Law; Habits of Attention, Anger, Cheerfulness, Courtesy, Manners, Morals, Boisterousness, Profanity, Obscenity of Speech or Writing; Respect for Others' Opin



ions:—Religious Convictions and Forms, Political Persuasions; Habits of Gossip, Tale-Telling, Bitterness of Speech; Exaggeration, Falsehood, Theft; Candor, Directness, Truthfulness .....	20
4. PHYSICAL CULTURE: Home and School Prophylaxis and Therapeutics, Emergency Surgery, Resuscitation, etc., (by a local Physician); Precaution in Foods and Drinks; Basements, Baths, Plumbing, Stagnant Pools, Water and Food of Milch Cows, Slaughter Houses and other offensive and unhealthful Conditions and Surroundings; Elementary Dietetics; Calisthenics, Games, Play, Walking, Horseback Riding, Climbing, Swimming, Vaulting, Breathing, Sleeping, Sleeping Rooms, Meal Hours, Worry, Etc., Etc.....	20
5. GENETICS AND EUGENICS .....	30
6. ART and ARCHITECTURE in SCHOOL and HOME BUILDING and GROUNDS .....	20
7. TRAINING, DRILL, and PRACTICE in the USE of the LIBRARY: Books—How to Choose Them, How Use Them, How Read Them, How Catalogue Them, How Place Them on the shelves, How Find Them, How Search for Materials; Prices of Books, How Buy Them, Where, Etc.; Book Catalogues and Book Companies; Book-Making, Bindings, Etc. ....	30
*8. SCHOOL ORGANIZATION and ADMINISTRATION....	20
9. HOME AND SCHOOL ECONOMICS.....	10
10. PROBLEMS PECULIAR TO RURAL SCHOOLS.....	30
11. PROBLEMS PECULIAR to TOWN and CITY SCHOOLS..	30
12. PHILOSOPHY of EDUCATION .....	30
13. ADVANCED PSYCHOLOGY .....	30
14. SCHOOL SYSTEMS, STATE and NATIONAL, COMPARED	20
15. THE NORMAL SCHOOL: The American and The European Schools Compared. The Function of the Normal. The Practice School—How Improve the American, especially the West Virginian Practice School. Comparative Values of Teaching and of Observation Work in the Practice School .....	10
17. SCHOOL CURRICULA .....	16
18. WEST VIRGINIA INSTITUTIONS: Educational (The State System), Charitable, Corrective, Penal, Benevolent, etc.; How Supported, Expenses of, Location, How Conducted, etc .....	24
19. MANUAL ARTS .....	60

20. TEACHING AND OBSERVATION WORK ..... 18

Those who have not had work equivalent to that offered in our *four-year* Normal Course in "History of Education" and "Agriculture and Forestry" will be required to carry those subjects in our Normal Senior Class.

NOTES:—1. The above tentative outline of a graduate year work has been arranged after having had different outlines made by competent educators, and after having had them criticised by a number of the strong normal school men of the country. It is "tentative" because it is hoped that a second year may be added before many months have passed, the arrangement of which second year will necessitate the re-arranging of the subject matter above, under both year as well as the addition of new subject matter.

2. This additional year is offered with the approval of the State Board of Regents with the understanding on the part of the State Superintendent that our offering it will in no way embarrass the Board by calling for additional teachers till the wisdom of this move and the funds justify it.

3. It is offered especially for graduates of high grade High Schools whose academic work may be accepted as the equivalent amount and quality of the academic work in our four-year normal course, for graduates from our own normal course who may wish to take additional work along professional lines, and for such others who may feel inclined to take advantage of it.

Applicants for work in this year must present, upon registering, complete statements of the work they have done elsewhere, duly certified to by the authorities under which it was done. These statements must include the following:

- a. Number of Recitations spent on each subject.
- b. Length of recitation.
- c. Name of teacher under whom done.
- d. In what year done.
- e. In what school.
- f. Exact names of text books used.
- g. Number of pages covered in each book.
- h. If an ancient or modern language, exactly what materials read and how much of each, also how much original composition work per week, and how many weeks.

Blanks for these credits are furnished upon application.

# MODERN LANGUAGE COURSE.

<i>Subjects.</i>	<i>Hours.</i>
1. Algebra, Academic .....	240
2. Algebra, College ( <i>Elective</i> ).....	60
3. Arithmetic, Written and Mental .....	60
4. Astronomy ( <i>Elective</i> ).....	60
5. Botany (Alternate with No. 15) .....	60
6. Chemistry, Inorganic (Alternate with No. 30, two terms) 120	
7. Chemistry, Organic (Alternate with No. 30, 3d Term.....	60
8. Drawing, Mechanical ( <i>Elective</i> ).....	120
9. Economics, ( <i>Elective</i> ) .....	60
10. English, Grammar .....	180
11. English, Rhetoric .....	180
12. English, American Literature .....	120
13. English, English Literature .....	240
14. French (Alternate with German) ....	720
15. Geography, Com. and Indus. ( <i>Alternate with No. 5</i> ).....	60
16. Geography, Physical ( <i>Elective</i> ) .....	60
17. Geology, ( <i>Elective</i> ) .....	60
18. Geometry, Plane .....	120
19. Geometry, Solid, ( <i>Elective</i> ) .....	60
20. Geometry, Analytical ( <i>Elective</i> ) .....	60
21. German, ( <i>Alternate with French</i> ) .....	720
22. Greek ( <i>Alternate with Latin</i> ) .....	360
23. History, Hebrew .....	60
24. History, Oriental and Greek .....	60
25. History, Roman .....	60
26. History, English ( <i>Alternate with No. 27</i> ) .....	120
27. History, Mediaeval and Modern ( <i>Alternate with No. 26</i> ) 120	
28. Latin ( <i>Alternate with Greek</i> ) .....	360
29. Manual Arts .....	120
30. Physics ( <i>Alternate with Chemistry</i> ) .....	180
31. Physiology, Advanced ( <i>Elective</i> ) .....	60
32. Psychology, Pure ( <i>Elective</i> ) .....	60
33. Trigonometry, Plane ( <i>Elective</i> ) .....	60
34. Trigonometry, Spherical ( <i>Elective</i> ) .....	60
35. Zoology ( <i>Elective</i> ) .....	60

NOTES:—1. By the word “Hour” as used above is meant class periods of 60 minutes each.

2. 60 HOURS class-room work is the approximate value of a term’s (quarter’s) work in one subject. The *fall* term includes more than 60 HOURS, the *winter* term a little less than 60, the *spring* term about even 60. By “60 HOURS” is meant, therefore, a term’s work in one subject,—the equivalent of a *unit*.

3. To complete the above course 48 units, or 2880 hours, class work are required; of these 48 units not fewer than 18 must be made in the ancient and modern languages, (modern only if the student prefer), and not fewer than 12 must be made in the modern languages—German and French. Properly certified credits in Italian or Spanish will be accepted in lieu of German and French.

4. The number of hours stated under Nos. 1, 3, 5, or 15, 6 and 7 or 30, 10, 11, 12, 13, 14 or 21, 18, 23, 24, 25, 26 or 27, and 29,—in all 2520 hours, or 42 units, are compulsory except under special conditions. The remaining 360 hours, or 6 units, may be selected from any of the electives or from the normal course; but selections must be made from classes regularly organized, which will be done only when a sufficient number to justify it, apply.

5. The work of the Current History Seminary is required of the senior class taking this course, in addition to the regular work of the course, as is also the senior test in spelling.

6. *All electives and substitutions must be made with the permission of the class officers and the approval of the president.*

# CLASSIC COURSE.

<i>Subjects.</i>	<i>Hours.</i>
1. Algebra, Academic .....	240
2. Arithmetic, Written and Mental .....	60
3. Astronomy, ( <i>Elective</i> ) .....	60
4. Botany (Alternate with No. 13) .....	60
5. Chemistry, Inorganic, (Alternate with No. 27).....	60
6. Chemistry, Organic (Alternate with No. 27, 3d Term)..	60
7. Economics ( <i>Elective</i> ) .....	60
8. English, Grammar .....	180
9. English, Rhetoric .....	180
10. English, American Literature .....	120
11. English, English Literature .....	240
12. French (Alternate with German) .....	360
13. Geography, Com. and Indus., (Alternate with 4).....	60
14. Geography, Physical ( <i>Elective</i> ) .....	60
15. Geology, ( <i>Elective</i> ) .....	60
16. Geometry, Plane .....	120
17. Geometry, Solid ( <i>Elective</i> ) .....	60
18. German, (Alternate with French) .....	360
19. Greek, (Alternate with Latin) .....	720
20. History, Hebrew .....	60
21. History, Oriental and Greek .....	60
22. History, Roman .....	60
23. History, English (Alternate with No. 24) .....	120
24. History, Mediaeval and Modern (Alternate with No. 23)	120
25. Latin, (Alternate with Greek) .....	720
26. Manual Arts .....	120
27. Physics (Alternate with Chemistry) .....	180
28. Physiology, Advanced, ( <i>Elective</i> ) .....	60
29. Psychology, Pure, ( <i>Elective</i> ) .....	60

NOTES:—1. For general Explanations see Notes under preceding course of Study.

2. To complete the above course 48 Units (2880 hours) of work in addition to the work of the Current History Seminary and the "senior spelling test," are required (See Note 5 under preceding course); of these 48 units not fewer than 18 must be in the ancient and modern languages, and not fewer than 12 of these 18 units must be made in Latin or Greek or both.

3. Three units may be selected from either of the other courses and substituted for *three* in this course with the permission of the class officers and the approval of the president.

4. Subjects not marked "elective" are compulsory unless satisfactory credits can be furnished, or unless the case justifies some special ruling not anticipated in these notes.



5. *All electives must be made with the permission of the class officers and the approval of the president.*

## WORK PREPARATORY TO ALL COURSES.

Spelling.	Spelling.	Spelling.
Reading.	Reading.	Reading.
U. S. History I.	U. S. History II.	Physiology.
English Grammar I.	English Grammar II.	English Grammar III.
Political Geography I.	Political Geography II.	Political Geography III.
Mental Arith. I.	Mental Arith. II.	Mental Arith. III.
Written Arith. I.	Written Arith. II.	Written Arith. III.
Penmanship.	Penmanship.	Penmanship.

This work is done in the sub-freshman year of the Model School

## TEACHERS' REVIEW WORK.

Arithmetic, Written.....	Any Good Book.....	3 months
Arithmetic, Mental.....	Brooks .....	3 months
Bookkeeping.....	Budget System.....	3 months
Civil Government .....	Any Good Book.....	3 months
Geography, Political.....	Any Good Book.....	3 months
Geography, Physical .....	Tarr .....	3 months
Grammar*.....	Reed & Kellogg.....	3 months
History, United States...	Any Good Book.....	3 months
History, General.....	Any Good Book.....	3 months
History, Grecian.....	Any Good Book.....	3 months
History, Roman.....	Any Good Book.....	3 months
History, English.....	Any Good Book.....	3 months
Drawing.....	No Text Required.....	3 months
Orthography.....	Text Prepared by the President..	3 months
Penmanship.....		3 months
Physiology.....	Any Good Book.....	3 months
Theory & Art of Teaching..	White .....	3 months

Teachers and prospective teachers taking "review work" are not limited to four subjects, not even to five, if they can carry more without injury to themselves. We take it for granted that they know better than we do what review work they need and how much they can do.

## THE WORK.

### OF THE COURSES OUTLINED BY DEPARTMENTS.

The work of the school is organized under *thirteen* distinct headings known as *departments*. These are:

- |                            |                          |
|----------------------------|--------------------------|
| 1. ART,                    | 7. ENGLISH,              |
| 2. MUSIC.                  | 8. HISTORY,              |
| 3. LATIN,                  | 9. EDUCATION,            |
| 4. GREEK,                  | 10. EXPRESSION,          |
| 5. FRENCH,                 | 11. MATHEMATICS,         |
| 6. GERMAN,                 | 12. BIOLOGY AND GEOLOGY, |
| 13. PHYSICS AND CHEMISTRY. |                          |

In outlining the work under the various departments the plan adopted is, to refer to consecutive terms under any subject by means of Roman numerals. For example: Latin I. means the first term of the first year work in Latin; Latin II. means the second term of the first year work; Latin III. means the third term of the first year work; Latin IV. means the first term of the second year work, and so on up to Latin XII., which means the third term of the fourth year work. The same is true of Greek, German, French, Physics, Geometry, and all other subjects covering more than one term.

It will be observed further that "*one term*" means *three months*, and that the work of *three months*, or *one term*, in any subject,—five recitations per week,—is referred to by this school as a "*unit*," also that all recitations are *one hour* in length.

### ENGLISH.

#### FRESHMAN YEAR.

ENGLISH I. Advanced grammar: Verbs, Verb phrases, Infinitives, Participles, Adverbs, Prepositions and Conjunctions, analysis and parsing. Composition work continued. Reading Irving's Sketch Book. *Carpenter's Grammar* is the text used.

ENGLISH II. *The Sentence and the Paragraph*. This is a course in analysis and composition. The structure of the sentence is studied logically by analytic detail. Daily themes consisting of a single paragraph of fifty to one hundred words form an important part of the work of this course. The Vicar of Wakefield is read out of class, and one recitation period of each week is given to a discussion of the story from the various points of view which it affords. *Kimball's English Sentence*, as far as Infinitives, is the text used.

ENGLISH III. *The Sentence and the Paragraph*. The analytic

study of the sentence completed. Scott's *Ivanhoe* is read out of class, with class treatment as in I, except that topics will be assigned for special reports. *Kimball's English Sentence*, completed.

#### SOPHOMORE YEAR.

ENGLISH IV. Exercises in the correct use of Nouns and Pronouns; practice in writing narratives and descriptions (The usual requirement in Composition in Rhetoric I and II, is a theme of 300 to 400 words once a week. Occasionally a longer theme is substituted for one or more shorter ones); a study of specimens of narration and exposition in good literature; a study of George Eliot's "Silas Marner" as a narrative with a plot. (Some of the literature studied in Rhetoric I, II and III, is read out of class, and some of it is read in class; all of it is covered by oral and written exercises that thoroughly test the student's knowledge of the work.) *Text—Hill's Beginnings of Rhetoric and Composition.*

ENGLISH V. Exercises in the correct use of Verbs, Adjectives, Adverbs, Prepositions and Conjunctions; a study of the qualities of expression; practice in writing narratives, descriptions, and expositions; a discussion of the forms of poetry; a study of short selections as specimens of different kinds of versification; a brief study of Coleridge's "Rhyme of the Ancient Mariner" and Shakespeare's "Julius Cæsar." *Text—Hill's Beginnings of Rhetoric and Composition.*

ENGLISH VI. A further study of diction and the forms of composition; daily practice in writing themes; a study of Macaulay's "Life of Johnson," and Burke's "Speech on Conciliation with America." Particular attention will be given to theme work in this course.

#### JUNIOR YEAR.

ENGLISH VII. AMERICAN LITERATURE I. This course is mainly historical, at the close of which special attention will be given to the writers of the Revolution. The drift of English Literature in the Seventeenth and particularly the Eighteenth century is held in view for comparative or historical reasons. The course is given principally by lecture varied with frequent quizzes and discussions. Class discussions are particularly encouraged, and every effort is made to insure that vital touch of heart with subject so necessary in a soulful study of literature. The library has been supplemented by numerous reference works. The composition work of this course consists of minor themes, and one major theme of not less than two thousand words to be handed in at the close of each term.

The Major Theme is designed specifically to develop independent thinking and research. Throughout the course in American and Eng-

lish Literature this theme is required, and it is made one of the distinctive features of the student's work. The subject is assigned at the opening of each term, and with this a sufficiently complete bibliography is noted. From this moment independence in both research and treatment is encouraged. The adoption of this theme has been abundantly justified by experience. It invariably stimulates the earnest student towards healthful and vigorous self assertion. A type written copy of this theme is required.

The object of the minor themes is two-fold. One of these themes will consist of 1500 words or more, the subject bearing directly upon the work more specifically in hand. In the study of Chaucer, for instance, there is not sufficient time to elaborate in class the social and political conditons prevailing during his life. A carefully prepared paper on that subject materially assists the student in a more enlightened understanding of Chaucer's works. Besides this theme, briefer ones, consisting of about 200 words, will be required, every alternate Friday. The object of these is to test and further strengthen the student's ability to apply the principles of Unity, Mass and Coherence. Practical lectures will aim to make it clear that these principles of composition are fundamental, that they are not arbitrary and mechanical regulations, but that they are inherent laws necessarily connected with clarity in expression, written or oral.

ENGLISH VIII. AMERICAN LITERATURE II. This course will include a hand to hand study of the leading American poets and prose writers. Very little time will be devoted to biographical detail. Minor and major themes required.

ENGLISH IX. ENGLISH LITERATURE I. This course embraces a historical review of early English Literature, for which ample library reference is afforded, and also a study of the minor works of Chaucer, with the reading of "The Prologue" and the "Knight's Tale" of the Canterbury Tales.

#### SENIOR YEAR.

ENGLISH X. SENIOR ENGLISH I. Historical review of literature from Chaucer to Shakespeare. The significance of the writings of Surrey and Wyatt particularly noted. The development of the English Drama, Spencer's Fairy Queen; Cantos I. and II. read in class. Shakespeare. Minor and major themes required.

ENGLISH XI. ENGLISH LITERATURE III. Milton, Dryden, Pope, and the literature of the Eighteenth century. Critical study by lecture on contrast in spirit between Elizabethan and Eighteenth century literature. Major and minor themes required.

ENGLISH XII. ENGLISH LITERATURE IV. Poetry of the Nineteenth century. Bronson's English Poems used in this course. This course



is particularly designed to inspire critical and appreciative study of the great English poems from the Lyrical Ballads to Rosetti. Minor and major themes directly applicable to the work in hand required.

### HISTORY.

This department includes History, Civics, Economics and Sociology.

The History work includes West Virginia History, United States History, Bible History, History of Greece and the Orient, Rome, Europe and England. Two Elementary courses in United States History are offered, which students not sufficiently prepared for beginning the study of Ancient History are required to take. State History, primarily for teachers, is offered only during the spring term. The student must master the text, due emphasis being placed upon the study of government, and acquire a satisfactory knowledge of historical geography from the use of outline maps, blackboard drawings, wall charts, etc. Collateral reading involving references to secondary authorities and selected sources, not less than 500 pages, is required. More of this kind of work is demanded from advanced than from elementary classes. Bi-weekly written reports are made as to the amount read. Topics and search questions are assigned for study and written reports, it being the aim to make this sufficient to necessitate the requisite amount of reading, to stimulate the interest of the student, and to develop the judgement of the pupil with reference to the importance of leaders, measures, periods and nations. Lectures are sometimes given, but the time for class work is principally devoted to quizzes, papers upon topics previously assigned for investigation and class discussion.

The work in Economics, Sociology and Civics is pursued in a similar way.

The following is a list of the courses given in this department:

1. THE UNITED STATES TO 1789. Text—Montgomery's *Leading Facts in American History*.
2. THE UNITED STATES SINCE 1789. Text—Montgomery's *Leading Facts in American History*.
3. THE UNITED STATES—A Teacher's Review Course.
4. THE HEBREWS.. From Abraham to the Absorption of Judea by Rome.
5. THE ORIENT AND GREECE. Text—Botsford's *History of the Orient and Greece*.
6. ROME. Text—Morey's *Outlines of Roman History*.
7. THE MEDIAEVAL PERIOD. Text—Harding's *Essentials of Mediaeval and Modern History*.



8. THE MODERN PERIOD. Text—Harding's *Essentials of Mediaeval and Modern History*.

9. ENGLAND TO 1603. Text—Cheyney's *Short History of England*.

10. ENGLAND SINCE 1603. Text—Cheyney's *Short History of England*.

11. WEST VIRGINIA. Texts—*Lewis History and Government of West Virginia and East* and *Maxwell's History and Government of West Virginia*.

12. CIVICS. A Study of American Government; Contrasts with European forms. Text—Willoughby's *Rights and Duties of American Citizenship*.

13. ECONOMICS. The Principles of Political Economy. Text—*Laughlin's Elements of Political Economy*.

14. SOCIOLOGY. Society; its Development, Relationships and Problems. Text—*Small and Vincent's Introduction to the Study of Society*.

## MATHEMATICS.

### FRESHMAN YEAR.

ARITHMETIC. One term of three months is given to arithmetic this year in whatever form the special needs of the class from year to year require. It is chiefly work on the principles of arithmetic, mental and written.

ALGEBRA I. The four fundamental operations, special cases of multiplication, factoring. *Milne's Standard Algebra* to page 119.

### SOPHOMORE YEAR.

ALGEBRA II. Factoring reviewed, divisions and multiples, fractions—simple equations. *Milne's Standard Algebra* from page 119 to 176.

ALGEBRA III. Solution of equations of the first degree containing two or more unknown quantities, graphic solutions, involution, evolution, fractional and negative exponents—radicals. *Milne's Standard Algebra* from page 176 to 279.

ALGEBRA IV. Quadratic equations, graphic solutions, general review, ratio and proportion, progressions, elementary treatment of inequalities, variables, binominal theorem, use of logarithms, permutations and combinations. *Milne's Standard Algebra* from page 279 to the end.

### JUNIOR YEAR.

GEOMETRY I. Plane Geometry. Demonstrations of theorems and

constructions and demonstrations of problems, lines, triangles, quadrilaterals, polygons and circles. *Milne's Geometry*, Books I and II.

GEOMETRY II. Plane Geometry. Ratio and Proportion, demonstrations of theorems, constructions and demonstrations of problems, including length of lines and areas of triangles, parallelograms, trapezoids, regular polygons and circles. *Milne's Geometry*, Books III., IV., V. and VI.

GEOMETRY III. Solid Geometry. Demonstrations of theorems and problems, including planes, dihedral and polyhedral angles, prisms, pyramids, similar and regular polyhedrons, cylinders, cones and spheres. *Milne's Geometry*, Books VII., VIII., IX.

#### SENIOR YEAR.

The work of this year is elective according to the course the student may choose.

TRIGONOMETRY I. Plane Trigonometry. Definitions of trigonometric functions and ratios, functions of 0, 30, 45, 60, 90, etc., degrees formulas for the sine, cosine, tangent and cotangent of the sum and difference of two angles, for twice an angle and half an angle, anti trigonometric functions, the use of trigonometric tables and the solution of right and oblique triangles. *Well's Plane Trigonometry*.

TRIGONOMETRY II. Spherical Trigonometry. Derivation of formulas for right and oblique spherical triangles, Napier's rules, six cases of oblique triangles, area of spherical triangles, geographical and astronomical problems. *Well's Spherical Trigonometry*.

ALGEBRA VI. (COLLEGE ALGEBRA.). The course in College Algebra includes the following required subjects: Inequalities, indeterminate equations, mathematical induction, logarithms, undetermined coefficients, partial fractions, the general discussions of the binomial theorem, the exponential and logarithmic series, theory of equations.

The subjects—convergency of series, summation of lines and determinates, will be optional. *Well's University Algebra*.

ANALYTICAL GEOMETRY. Plane Analytical Geometry, co-ordinate loci of equations, the straight line, parallels and perpendiculars—the circle, parabola, ellipse and hyperbola, tangents and normal poles and polars. *Nichols' Analytical Geometry*.

#### BIOLOGY AND GEOLOGY.

The courses in this department are so arranged that each course depends upon the one preceding it. Students are required to take the subject in the order named, but may follow one or both of the two divisions.

The courses are given as follows:

**BIOLOGY COURSE:**

Drawing  
Botany  
Zoology  
Physiology (Advanced.)  
Forestry  
Agriculture

**GEOLOGY COURSE:**

Drawing  
Commercial Geography  
Physiography  
Mineralogy  
Geology  
Astronomy

**GEOLOGY COURSE.**

**DRAWING.** Students are required to take this course in preparation for work in science. This course follows the outline of courses in the Art Department. The following topics are emphasized: Principles of free-hand drawing with pencil, pen, and brush; color; map-drawing; structural drawing; modeling; and block diagrams.

**COMMERCIAL GEOGRAPHY.** This course comprises a study of the people in their industrial and institutional life, and a comparative study of the commercial nations. A period each week is devoted to the study of current events related to the course.

The pupil is first made acquainted with library methods of study. The following topics are considered: Dewey System of Classification, Standard Catalogues, Indices and Bibliographies.

The course is outlined as follows:

1. Natural conditions controlling commerce, the principles of trade; unequal endowment of regions in advantages of position, in relief, minerals, soil, climate, character of vegetation, industrial development.
2. Means of transportation: Conditions and forces of land transportation; of water transportation; function of water ways in fixing rates; character and significance of harbors; the logic of ocean routes.
3. Means of communication: The postal, the parcels post, ocean cables, the telegraph, the telephone, wireless transmission.
4. Commodities of the countries taken up in topographic sections with special reference to the United States.
5. The development of manufacturing, with special reference to our own country and State.
6. Government revenues from commerce: Direct taxes, indirect taxes, tariffs, internal revenues. Government aids to consular officers, lighthouses, harbors, navies, subsidies, bounties, publications, fairs, exhibitions, commercial museums.

A museum showing the actual material of commodity in its various stages of preparation of manufacture is to be found on the third floor.

TEXT BOOK Adams' Commercial Geography.

PHYSIOGRAPHY. Laboratory 4 hours per week, Recitations hours per week. The aim of this course is to cultivate the scientific habit of thinking. We accept most of our knowledge as pure information. The plan is to question the student in such a way that he will have to think out the answer with the lesson as a basis of thought rather than repeat what has been memorized from a book. Each student is required to do this thinking while standing, that he may attain self assurance and be an easy thinker. The topics are taken up in the following order: 1. The Earth as a Globe. 2. The Atmosphere. 3. The Land. 4. The Ocean.

Experiments are performed in presence of the class. Each member then writes up the exercise, keeping three points in view—method, observation and influence.

It is proposed to introduce exercises in the geographical laboratory. It is intended that the pages of questions and directions be bound with class exercises in the note book. The laboratory is supplied with a globe, maps, relief models, and about a hundred topographic folios of the United States Geological survey. Practice is given in reading pictures so that the pupil may acquire ability to interpret geographical forms.

Excursions are made to illustrate the general principles.

Text Book—"Tarr's New Physical Geography."

MINERALOGY AND GEOLOGY. Laboratory, 4 hours per week. Recitation, 3 hours per week. This course is open to those only who have taken physiography. The aim of the first part of the course is to enable the student to know and identify minerals, rocks and soils—their properties, uses, varieties and classification. The student is expected to do field work and make individual collections. Each student is furnished with a cabinet of 30 minerals, a blow-pipe and other necessary appliances.

The latter part of the term is devoted to geology proper. The class work includes a study of the principles of geology and collateral reading.

The laboratory exercises in this part of the course are designed to illustrate by means of rocks and fossils, photographs, maps and sections, the origin and mode of occurrence of the local formations of the state, their interpretation and representation. The study of the coal formation in the state as to economical importance, varieties, properties and history of coal age is emphasized.

The field excursions comprise a series of observations upon the weathering of rocks; the Ohio river phenomena; stratified rocks, including conglomerates; sandstones, shales and limestones; faults; joints; cleavage; terraces; ex-bow cutoffs, coal formation; iron formations.



on; concretions; dendrites, and a collection of fossils. The region  
resources abundant for geological study. Text—"Norton."

ASTRONOMY. To this subject one term, three months, is given.  
The object is to give the student an intelligent grasp of the  
fundamentals of astronomy. *Moulton* is used as a text.

#### BIOLOGY COURSE.

BOTANY. Laboratory 4 hours per week. Recitation 3 hours per  
week. This course aims to impart to the student an insight into the  
of plants—dealing with the principal topics in Botany—structure,  
relations, habits, classification, distribution, adaptations and uses.

The practical work in this course is conducted in small sections  
under the direct supervision of the head of the department. Each  
student keeps a record of notes and fully labeled drawings made at the  
time of original observations. The drawings should aim at simplicity,  
clearness and accuracy. No shading is allowed as it is believed  
that shading of drawings indicates equal shading in the mind of  
the observer. Each student is expected to gain some facility in  
determining the names of plants by the use of manuals. Constant  
practice is given in dissection by use of the simple microscope, and  
to a less extent, by the use of the compound microscope. The methods  
of teaching the subject matter and the laboratory work in the public  
schools is illustrated to some extent.

The plants cultivated in the three window gardens of the labor-  
atory afford ample material for demonstration. A herbarium is  
added to this equipment. The topics for laboratory study are  
as follows: The seed, the seedling, the root, the stem, buds, the leaf,  
flower, and the fruit.

These exercises are supplemented, weather permitting, by field  
excursions.

Texts: "Bergen and Davis's Principles of Botany." Gray's New  
Manual of Botany, 7th Edition," "Vinal's Laboratory Guide."

ZOOLOGY. Laboratory, 4 hours per week. Recitation, 3 hours per  
week. This course is designed to give the student a knowledge of  
the general principles of Zoology and to offer a foundation for physi-  
ology. It includes a discussion of animals as regards their habits,  
anatomy (structure and function), development and adaptations to en-  
vironment. Occasional lectures are given on the most recent papers  
pertaining to Zoology.

The laboratory exercises consist of a study of material which  
illustrates the principles taught in the class room. The common  
representatives of each group of animals are studied and drawn.  
It is proposed to dissect the following animals: Locust, Clam, Worm,  
Frog and Pigeon.



Each student is assigned dissecting instruments and a loc in a large, well lighted laboratory on the first floor. Students the laboratory also enjoy the advantage of seeing live specim close at hand, as well as extensive museum collections. Spe emphasis is placed on insects and why they are useful or injur There are over a hundred specimens of insects mounted for c work. The library adds to this rich equipment a complete set standard reference books. Text: "Linville and Kelly."

PHYSIOLOGY.. Advanced: Laboratory, 1 hour per week; Recita 4 hours per week. This course is designed for advanced stud who are particularly interested in physiology and also for those wish to lay a broad foundation for the teaching of physiology or a subsequent study of human anatomy as medical students.

The laboratory work is planned so that students may work the results of their own observations. The examination and section of the cat is taken up in the laboratory, along the systematic study for recitation. A part of the laboratory consists of the study with the microscope of the minute struct of the more important tissues and organs of the body. Each stud is assigned a complete set of dissecting instruments, a dissen pan, and a private drawer. Note books are required which contain notes and drawings made in the course of the laboratory work. Text: "Hough and Sedgwick's "The Human Mechanism."

FORESTRY. (*To be taken with Agriculture*), This course will comprise the study of the trees and shrubs of this region with special reference to the woodlot. The identification of trees by external features will receive considerable attention. It is proposed to avail all the species of trees in West Virginia represented on the campus. The following topics will be considered: The characteristic of forests; the forest regions of the United States; trees important in forestry; care of the woodlot; methods of reproducing forests including pruning and grafting; tree planting; and forest law in the United States and West Virginia.

In the field work of this course, excursions will be made to sections of forests in the neighborhood of Huntington. Each student will be given practice in the description of the following: Woodlots; local species of trees; reproduction cuttings; thinnings and other sources of improvement cuttings.

AGRICULTURE. Since agriculture is based on so many sciences it is desirable that it follow Geology, Chemistry, Botany and Zoology. Subjects are selected which concern the plants and animals that are used on the farm. The following topics are considered: Soil; Temperature; Drainage; Irrigation; Fertilizers; Nitrogen problem; Rotation of

os; Economic Plants; Plant Food; Plant Breeding; School  
 dens; Variation; Heredity and principles of animal breeding.  
 The study of government bulletins is an important feature of the  
 rse. Many reference books have been added to the library.  
 It is proposed to make a museum collection to illustrate common  
 diseases. A large collection of the injurious insects of the State  
 at the disposal of the students.  
 Field lessons on soil, crops, grazing, etc., are an important element  
 he course. Text: "Warren's Elements of Agriculture."

## ANCIENT LANGUAGES.

In the work of these departments there is a constant effort to  
 the student to realize the vital connection existing between  
 English and the classical language, as well as to appreciate the  
 rary and historic value of the masterpieces he reads. Good  
 ps and pictures supplement the class room instruction. The library  
 well supplied with works for reference and parallel reading.  
 The work of these departments is made practical. Those  
 o are fitting themselves to teach in our public schools may gain  
 n a careful study of the classics, ease, accuracy, and variety  
 expression in the use of English, as well as broad mental culture.

## LATIN.

- LATIN I. Bennet, First Year Latin. Lessons I.-XXVI.
- LATIN II. Bennett, Lessons XXVII to LVII.
- LATIN III. Bennett, Lessons LVIII to LXXII. Caesar, Book II.  
 Bennett.
- LATIN IV. Caesar, Book I. Prose Composition, Bennett, Prepara-  
 y Latin Writer.
- LATIN V. Caesar, Books III-IV. Prose Composition as above.
- LATIN VI. Cicero against Catiline. Orations I-III. Prose Com-  
 ition as above.
- LATIN VII. Cicero against Catiline, Oration IV. The Manilian  
 y and the Archias. Prose Compositon.
- LATIN VIII. Vergil, Aeneid, Books I-III. Prose Composition.
- LATIN IX. Vergil, Aeneid, Books IV-VI. Prose Composition.
- LATIN X. Horace.
- LATIN XI. Livy.
- LATIN XII. The work varies from year to year.  
 Courses I., II., and III., comprising the work of the first year,  
 er pronunciation, inflection, vocabulary, syntax and easy transla-  
 from Latin into English and English into Latin.

Courses IV. and V. have as their particular object facility in translation. They embrace, as leading to this end, a thorough view of inflection and syntax, and a study of the history and geography involved in Caesar's Commentaries.

In Courses VI. and VII., in addition to the emphasis placed on the way through on form and syntax, attention is given to the elements of Cicero's eloquence, and the condition of the Roman Commonwealth.

Courses VIII. and IX. lay particular stress upon scansion, figures, and mythology.

The effort, through these nine courses, is to secure such mastery of form and syntax that the words of the authors taken up in courses X., XI., and XII. may be studied chiefly as vehicles of thought and masterpieces of literature.

### GREEK.

The work in Greek covers 3 years, or 9 units, 5 recitations per week, of one hour each.

GREEK I. First Greek Book, first 41 lessons. Text—*White*.

GREEK II. First Greek Book, lessons 42-72 inclusive. Text—*White*.

GREEK III. First Greek Book completed; Xenophon's Anabasis, Book I., first 5 chapters. Prose Composition, 10 lessons,—*Gleason*. Text—*White*; Anabasis, *Harper and Wallace*; grammar, *Hadley and Gleason*.

GREEK IV. Anabasis, Book I. completed. Book II. Prose Composition, 10 lessons. Texts—*Harper and Wallace*; *Hadley and Gleason*.

GREEK V. Anabasis, Book III.; Homer's Iliad, Book I.; Prose Composition, 10 lessons. Texts—*Harper and Wallace*; *Hadley and Gleason*; Iliad, *Seymour*.

GREEK VI. Iliad, Books II. and III., with selections from Book VI. Prose composition, 10 lessons. Texts—*Seymour*, *Hadley and Gleason*.

GREEK VII. Lysias and the Minor Poets. Prose composition 10 lessons.

GREEK VIII. Selections from Herodotus, Thucydides, and Xenophon's Memorabilia. Prose composition, 10 lessons.

GREEK IX. Plato, Apology and Crito. Prose composition, 10 lessons.

Courses I. and II. involve thorough drill in pronunciation, accent, inflection and vocabulary.

In Course III. connected translation is begun, accompanied by a thorough review of form and syntax. The principal parts of 9 irregular verbs are memorized.

In Courses IV. and V. an effort is made to get a good working

knowledge of Attic form and idiom; in Course VI. particular attention is given to the Homeric syntax and dialect and idiom, and to figures, diction, and mythology.

Beginning with Course II., sight reading in the New Testament is done once a week. Text—*Westcott & Hort*.

In the work of the second and third years, a constant effort is made to lead the student to comprehend and estimate correctly the literary, historical and ethical merits of the masterpieces he studies; to teach him to regard them as vehicles of thought, and as a stimulus to clear thinking.

## MODERN LANGUAGES.

### GERMAN.

OUTLINE. GERMAN I. Elements of German. Text—*Becher-Rhoades*. First 25 lessons. Exercises daily in pronunciation based on Victor's and Klinghardt's Methods.

GERMAN II. *Becher-Rhoades* Elements of German completed. Sight reading.

GERMAN III. Memorizing poetry. Reading "Immensee," "Germ-shausen," "Der Lindenbaum" alternating with "Im Vaterland."

GERMAN IV. Reading and discussion in German; "Willkommen in Deutschland." Study of Idioms. German Grammar—*Thomas*.

GERMAN V. Reading, "Hoher Als Die Kirche," "Der Neffe als Onkel." German Composition. Study of Idioms.

GERMAN VI. "Die Yungfrau von Orleans," "Geschichten vom Rhein."

GERMAN VII., VIII. and IX. Lessing's "Minna von Barnhelm," Schiller's "Wilhelm Tell;" Goethe's "Herman and Dorothea," Hatfield's "Lyrics and Ballads," original composition work.

GERMAN X., XI., XII. Schiller's "Wallenstein's Tod;" Lessing's "Nathan der Weise;" Goethe's "Egmont;" Heine's Poems; Parallel reading; Scherer's *Geschichte der Deutschen Literatur*; Goethe, by Carl Heineman. Schiller, Wychgram, *Deutsche Literaturgeschichte*, Robert Koenig.

### FRENCH.

FIRST YEAR. Grammar, *Fraser and Squair*. Two hundred pages.

Reading. First Term: "Le Chien du Capitaine," *Enault*.

SECOND TERM. "Mon Oncle et Mon Cure," *La Brete*, with composition work based upon it.

THIRD TERM. "La Belle Nivernaise." *Daudet*, with composition work.

SECOND YEAR. Grammar. *Fraser and Squair*, completed.



Reading. First term: "Tartarin sur Les Alpes." *Daudet*.

SECOND TERM. "Le Roi des Montagues." *About*.

SECOND TERM. "La Tulipe Noir." *Dumas*.

THIRD TERM. "Quatre-Vingt-Treize." *Hugo*. Composition and dictation through the year.

THIRD YEAR. Grammar reviewed. Reading. Verse and drama.

Special attention given to the works of Hugo, Moliere and Racine. Composition through the year.

FOURTH YEAR. Grammar work in connection with composition continued. Various of the classics, the selections varying from year to year, are read in the fourth year; frequent drills in sight reading and composition based upon the classic being studied are made a distinctive feature of the work. French literature as a literature receives liberal attention in this year, and French authors and their writings receive individual attention in addition to the study of French literature as a whole.

### PHYSICS AND CHEMISTRY.

One year is given to each of these subjects. The courses consist of three one hour recitations and two two-hour laboratory periods each week, though this division of the work will be changed in order to provide additional time either for class work or the laboratory, as occasion demands.

A new laboratory has been equipped, materially increasing the opportunity of the student for experimental work. The Chemical Laboratory provides individual desks for thirty-five to forty students at one time. The Physical Laboratory is arranged to accommodate sections of fifteen to twenty students at one time.

New apparatus and equipment is being constantly provided, both for laboratory and lecture work. A projection lantern has recently been purchased, with abundant slides for illustrative purposes.

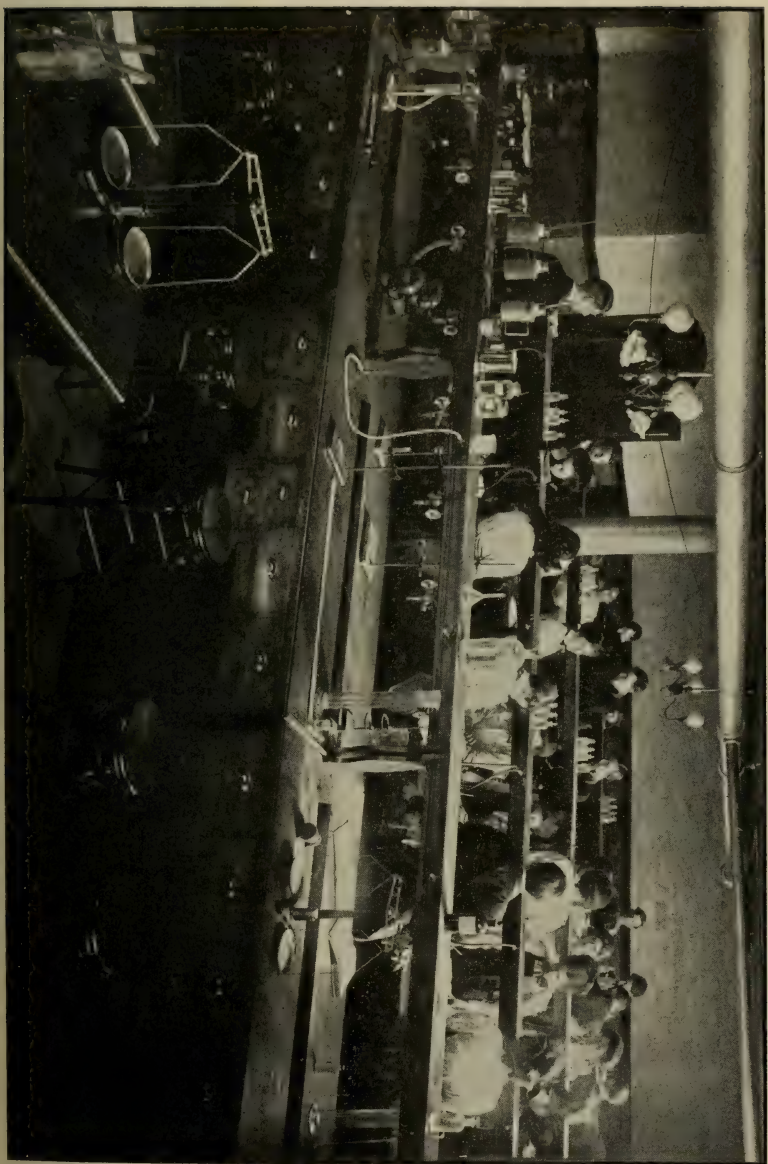
CHEMISTRY. A laboratory fee of two dollars a term is required. Additional fees will be required for breakage due to carelessness. The experiments required are largely qualitative in nature, but are ample sufficient to meet college entrance requirements.

Supplementary reading and individual topics will be assigned each student during the course.

The facts, laws and theories of chemistry are emphasized, and the applications along industrial lines given as much attention as possible.

PHYSICS. A laboratory fee of one dollar a term is required. Algebra IV and Plane Geometry are necessary prerequisites to the course. At least thirty-five experiments of a quantitative nature are required of each student, fulfilling college entrance requirements. The work in the laboratory supplements the class work as far as possible.





CHEMISTRY LABORATORY.



The text used, *Milliken and Gale*.

PHYSICS I. Fall term: Measurements, mechanics of solids, liquids, gases, molecular theory.

PHYSICS II. Winter term: Heat, magnetism, and electricity to induced currents.

PHYSICS III. Induced currents, sound, light.

### EDUCATION.

The work of this department includes:

- |                                  |                       |
|----------------------------------|-----------------------|
| 1. Ethics.                       | 7. Manual Arts.       |
| 2. Pedagogy.                     | 8. School Management. |
| 3. Methods.                      | 9. Teaching.          |
| 4. Psychology, Pure and Applied. | 10. School Visiting.  |
| 5. History of Education.         | 11. The Seminaries.   |
| 6. Sight Reading in Music.       | 12. The Model School. |

#### ETHICS.

Theoretical Ethics is considered at first with a view to finding the nature and authority of the moral standard. This is followed by a consideration of the practical side as applied to the life of the individual and to the moral training of children. Especial effort is made to impress upon teachers the need in our schools for the Ethics which make for clean, wholesome and sane living. *Mackenzie's Manual of Ethics*, is the class text. The required readings include various books by the best authorities of the day.

#### PEDAGOGY.

This subject is treated from a psychological point of view, since we believe this to be the basis of all true pedagogy. The principles of teaching are discussed especially from the standpoint of their bearing upon the general and class-room methods. The text is *Boyer's Pedagogy*. The required readings are from the best practical educators of the day.

#### METHODS.

The work in Pedagogy is supplemented throughout the year by lectures upon the teaching of every subject included in the common school curriculum. Members of the class are encouraged to ask questions and to discuss, in class, their own methods and experiences, and to compare notes as to results, thereby gaining mutual benefit. The advantages of these lectures and discussions are seen

at once in the work of the student teachers in the Model School. Many texts are used as references upon the various subjects discussed.

#### PSYCHOLOGY.

In the fall and winter terms, lectures are given in pure Psychology dealing especially with the subjects of *habit, attention, heredity, will, instinct and emotion*.

These courses are followed by one in Educational Psychology, applying the principles considered immediately to the education of the child.

#### HISTORY OF EDUCATION.

In this course the purpose is to give students a general knowledge of some of the most important epochs in educational progress, by means of the study of the lives of famous early educators. The advantages of the course are two-fold: Inspiration comes from familiarity with the teachings and experiences of the pioneers, and a knowledge of their mistakes and failures serves as a safeguard to the young teacher. The text books used are *Seeley's History of Education* and *Quick's Educational Reformers*. A large amount of required reading is added.

#### TEACHING.

The opportunity for observing and sharing in the actual teaching of children belongs only to those institutions which are able to support a model school. That the requirements at Marshall College are rigid only goes to show the high estimate which is placed upon an opportunity of this kind. Normal seniors are obliged to give to this work a period a day for at least one term. Many gladly spend much more than the required time for the sake of practice. We regard the Model School as the laboratory of the training department for the young teacher.

It is not enough to listen to and absorb the theories of the instructor; he should have a chance to observe for himself the practical working of these theories. Not only this, he should have as wide and comprehensive a view as possible. Here the Model School plays a most important part. No amount of theory or observation takes the place of actual practice.

The teacher who has had little or no experience goes into his first school full of enthusiasm it may be, but with many serious lessons to learn.

#### MANUEL ARTS.

The work required of students in this subject in the Normal

Course is outlined under the Department of Manuel Arts a few pages further along.

It is far better that these lessons be learned as quickly as possible and under the direction of a supervisor whose business it is to find defects and to point them out. He is not left to himself to learn his lesson through needlessly bitter experience and unnecessary expenditure of time.

If he has entertained too high an estimate of his own qualifications, this is soon modified by the growing knowledge of the real demands upon him; on the other hand, his more intelligent view of the problems presented and the possibilities of meeting them give him a confidence in himself which is justified by the new power growing within him. He begins to develop rapidly, to throw aside old prejudices and notions and to form a more accurate estimate of the requirements of the profession.

We contend that inborn fitness to teach and power of personality are absolute essentials, but we also insist that careful training is equally as essential; that is the only remedy for the reckless waste of time and numberless mistakes which are the portion of the teacher who enters upon his work without adequate preparation.

#### SCHOOL VISITING

All members of the normal senior class are required to visit at least ten schools outside our own town during the year. These visits are for the purpose of studying the work of other teachers; their methods, system, discipline, courses of study and general plan. A report of each visit is made to the superintendent of the Training Department, not with the idea of criticism, but rather in order that she may see what has been gained by the experience. Ten visits for observations on the class work of our own school, and reports of these visits are required.

#### SIGHT READING IN MUSIC.

The course in sight reading is intended to fit the student for teaching the elements of music in the public schools. At the close of the course he must have some degree of skill in tone perception, must know something of the principles of deep breathing and breath control, and must be able to pass an examination on simple technique.

He must also have at his command a good theory of teaching which he is able to put into practice in the training of children, and must therefore, be able to read simple music at sight.



## THE SEMINARIES.

The Senior Seminary is modeled after the "seminar" of the universities, simplified to meet our needs. Its purpose is to develop the habit of reading, the ability to collect and logically arrange material for public presentation and to stand before an audience and present a subject clearly and readily.

The meetings are held on Thursday afternoon. Once in two weeks some important pedagogical subject is offered by a member for criticism and discussion.

A printed syllabus accompanied by a good bibliography, is prepared and the subject presented orally by the student who is the chief speaker of the afternoon.

After the presentation a discussion follows in which all of the members are expected to take part. The discussion includes criticism of the form of the syllabus, the English used, the subject matter, and the opinions expressed.

On alternate Thursdays the current events seminary is held.

Subjects connected with present day interests are discussed and in addition, reports are made from Congress and the State Legislature, when in session, and from foreign countries.

At the end of the year all seniors must pass a rigid examination upon the work of the year.

## SCHOOL MANAGEMENT.

This work includes the elements of School Administration and School Supervision, also theory and practice in discipline, parents, their duties and the teacher's duties to them and with them, co-operation, the community, the class of patrons, the occupations of parents, tardiness, truancy, absence, interest, social features, entertainments and other topics affecting the school in any way.

## THE MODEL SCHOOL.

**KINDERGARTEN.** This division of the Model School became a feature during the season of 1909-'10 for the first time, constituting the *elementary year* of this school. Details of the organization are not complete at this writing, but arrangements have been made to place this part of the Model School work on a permanent and up to date basis, both in equipment and supervision and teaching force.

**FIRST YEAR WORK.** 1.—Reading by words and Sentence Building. Objective Number Work. 2.—Sense Training. 3.—Elementary Spell-

ing and Phonics. 4.—Beginning English. 5.—Writing Vertical Slant. 6.—French or German Conversation. 7.—Nature Study and Health Talks. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature—Fairy Stories and Fables.

SECOND YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—Elementary English. 5.—Writing. 6.—French or German Conversation and Translation. 7.—Nature Study and Elementary Physiology. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature, Stories and Description, Indian Work, Hiawatha, Eskimo Work. 11.—Geography Talks and Descriptions.

THIRD YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing Based on Nature Study. 9.—Sight Reading in Music and Song. 10.—History and Literature Stories, Greek Myths and Description. 11.—Geography Talks and Descriptions.

FOURTH YEAR WORK. 1.—Reading. 2.—Elementary Arithmetic 3.—Orthography. 4.—English Language through Nature, Literature and Art. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Montgomery's Beginner's History, U. S. History. 11.—Elementary Geography. Tarr and McMurry, Book II.

FIFTH YEAR WORK. 1.—Reading. 2.—Elementary Arithmetic. 3.—Orthography. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Montgomery's Intermediate History. 11.—Geography, Tarr and McMurry, Book II.

SIXTH YEAR WORK. 1.—Reading. 2.—Arithmetic. 3.—Orthography. 4.—English and Composition. Mother Language Book I. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing, including Map Drawing. 9.—Music. 10.—History; Story of the Thirteen Colonies. 11.—Geography. Tarr and McMurry Book III.

SEVENTH YEAR WORK. 1.—Reading; Hero Tales. 2.—Advanced Arithmetic. 3.—Orthography. 4.—English; Mother Tongue Book II. 5.—Writing. 6.—Latin, French or German. 7.—Science. 8.—Drawing. 9.—Music. 10.—History; Montgomery's Leading Facts in U. S. History. 11.—Geography; Tarr and McMurry Books IV. and V.

EIGHTH YEAR WORK. 1.—Reading; Classics. 2.—Orthography. 3.—English Grammar. 4.—Geography; Tarr and McMurry's Complete Geography. 5.—Written Arithmetic. 6.—Mental Arithmetic. 7. U. S.

History. 8.—Latin, French or German. 9.—Penmanship. 10.—Physiology.

In view of the fact that the details of the work in the various years of the Model School are especially interesting to only those who are making a special study of such details, it has been decided to issue a separate bulletin for these details, which will be furnished upon request.

The organization of the Model School has been so much changed, however, that a note with reference to this may not be amiss in this connection:

1. As heretofore the head of the Department of Education remains the official head of the Model School.

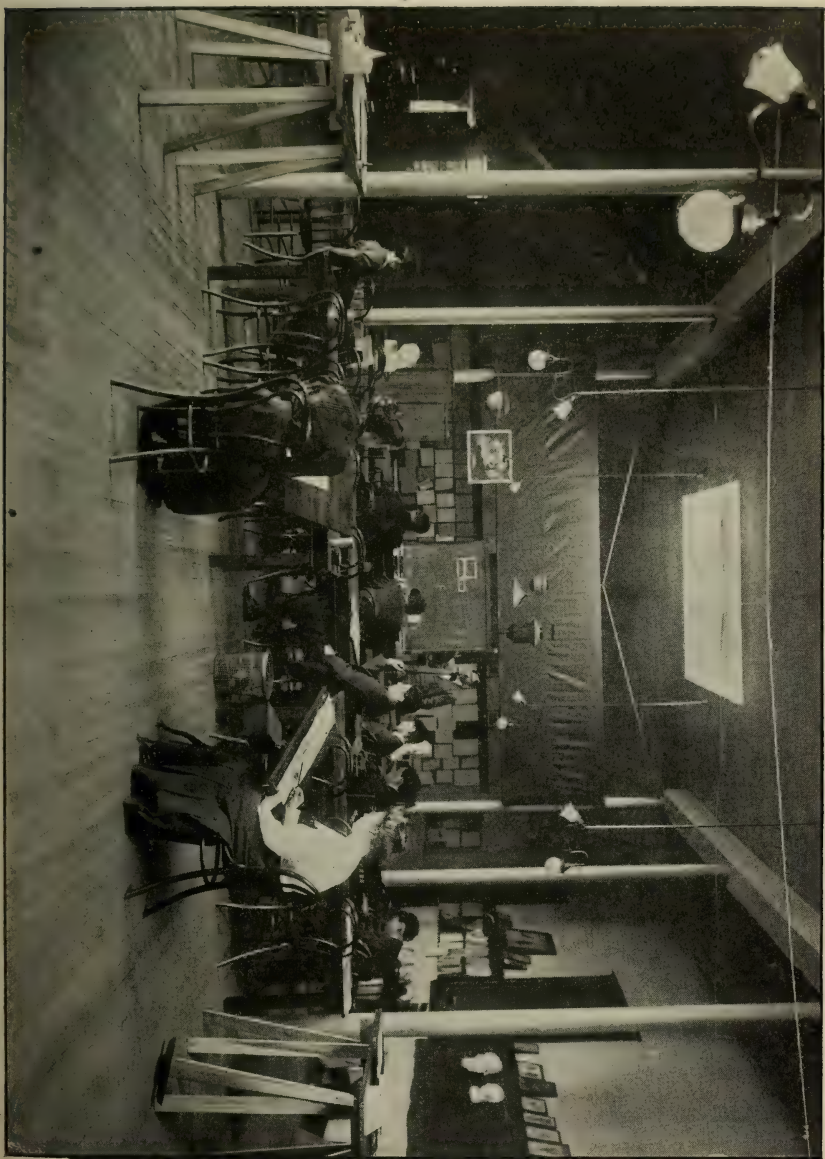
2. The heads of all departments in the Normal and Academic courses constitute a committee whose duty it is to meet at intervals to discuss with the supervisors, methods of teaching so that the work may be closely correlated from the kindergarten to the senior year of the Normal and Academic courses.

Each grade of the Model School is limited to 25 pupils as a maximum number, and 20 has been the number in nearly all cases, the total in the *nine grades*, kindergarten included, running about 160.

It is, of course, understood that the function and purpose of a Model School in connection with a Normal School is to offer to those who are preparing to teach, both observation and practice in their profession before they graduate as teachers. Accordingly all Normal seniors are required to do both observation work in the Model School, and to teach at least *three months* therein before receiving their diplomas. The Model School is the Laboratory of the Teachers Training Course in a Normal School, and the better the children are taught and the better the advantages and equipment of the Model School in every way the better the training of the Normal seniors for their profession. Hence, it is no sacrifice of the children's interests to attend a Model School, for every consideration of justice to them as well as to the student teachers, requires that this school shall, as nearly as possible, be distinctively a school where model work for the children is done.

#### MANUAL ARTS.

**PURPOSE.** The work in this department purposes to train the eye to see, the judgement to appreciate, and the hand to respond with skill and accuracy, and is developed with reference to the school and school work, the home and its needs, the community and its requirements for useful citizens. The educational, practical and cultural values of the arts are kept constantly in mind and well balanced for the best work.



ART STUDIO.







**SCHOOL.** All work accomplished under this department will vitalize and articulate with as many of the school subjects as possible, for the student will be prepared to make diagrams, projections, and sections that he will use in Physiology, Botany, Zoology, Physics, Geography, History and Geometry. The Manual Arts will aid in investigation and quicken the observation, develop the sense of proportion, quantities and kinds, will also give the student understanding and skill, and appreciation of beauty and truth in works of art and in nature.

Students secure facility in drawing as a language of illustrations which is of great assistance in making clear many subjects.

**HOME.** Inasmuch as environment plays such an important part in the formation of habits, of care, economy, order and of good taste, the home is entitled to considerable attention in the way of plans, decorations, sanitation and surroundings.

**COMMUNITY.** The accepted purpose of a common school education is to prepare for good citizenship, that is, to prepare to take one's place in the Spiritual, Mental and Industrial activities of the community. Preparation for good citizenship is the aim of education, therefore a man should be able to understand and appreciate the things that are good and true and beautiful, and also be able to carry these ideas and ideals into the issues of everyday life through the ability to plan, design and construct.

**SCOPE.** The scope of the work in the Manual Arts is sufficiently broad to give facility in drawing, representation, construction in the various materials, color and designing. The psychology of the science and art of manual expression will parallel the course.

**PLAN.** The work is so graded that each year takes up the principles in order, leading naturally up to the senior year. So carefully is this work graded that it is impossible for a student to succeed that has missed any of the steps, for the steps in drawing are as definite as the steps in mathematics.

**REQUIREMENTS.** Credit for each year's work is required for admission to a higher class, unless on examination one is found qualified.

For home study write the head of the department for suggestions.

## COURSE OF STUDY.

### FRESHMAN YEAR.

Principles of free-hand drawing, plant drawing, object drawing, foreshortening, convergence, diagrams, and map drawing.

**MATERIALS:** Drawing paper, pencils, and water colors.

## JUNIOR YEAR.

Plant analysis, color, light and shade. Object Drawing, perspective, constructive drawing, design and applied design.

MATERIAL: Drawing paper, drawing pencils, water colors, "Cover" paper, drawing board, ruler, compass and T-square.

## SENIOR NORMAL.

Methods of presentation:

Plant drawing, color harmony, color theory, design paper and card board construction. Construction and applied design. House planning and decorating. Landscape gardening. History of art.

MATERIALS: Drawing paper, construction paper, card board, pencils, water colors, drawing board, drawing instruments, scissors, paste, wood, leather, sheet metal, fabrics, dye, stencil boards.

Materials should not average over fifty cents a term for the entire course.

## SENIOR MECHANICAL.

Symbols.

Use of Instruments.

Geometric Drawing.

Projections.

Lettering.

Working Drawings.

Free Hand Sketching.

Working Drawings.

Patterns.

Free Hand Sketching Machinery.

Blue Printing.

Architectural Drawing.

Machine Drawing.

Special classes are organized for students wishing to take up Art as a profession, or for pleasure.

A two years preparatory course is given for the benefit of students wishing to take up designing, portraiture, landscape painting, and illustrating.

A two years course is given for students wishing to prepare for special art teachers or supervisors.

A certificate is awarded on satisfactory completion of this course

## DEPARTMENT OF EXPRESSION.

Expression is the art of the spoken word.

The impulse to express starts in the mind. The agents of the impulse are the body and the voice.

Correct expression is acquired through mental, physical and vocal culture.

There are two methods of training, psychological and technical. The study of expression is the study of personal culture. It depends on concentration, grace and power. "The scope of interpretation includes the development of the whole being that it may be a faultless medium in the expression of the author's thought."

The system of training used in this department is that taught in Emerson College of Oratory, Boston, Mass.

Students will be given credit for work at Emerson College, to the following extent:

Class lessons: Hour for hour, subject for subject.

Private lessons: Credit for each lesson two hours each.

The course for graduation comprises three years or nine terms of study. (A term's work is three months.) On the completion of the course, diplomas will be awarded.

### *COURSE OF STUDY.*

#### **FIRST YEAR.**

Evolution of Expression (Four Vols.)

Voice Culture.

Physical Culture.

Dramatic Art.

One private lesson.

#### **SECOND YEAR.**

Interpretation.

Voice Culture.

Analytical study of Hamlet.

Dramatic Art (Early English or Modern play).

One private lesson.

#### **THIRD YEAR.**

Poetic Interpretation.

Scene Work in Hamlet.

"As You Like It" or "Macbeth."

Dramatic Art (Analysis and Impersonation)

One private lesson (Arrangement of a play, or book, for presentation.)

In addition, there will be one period every two weeks devoted to critical work for both classes. Students will present work for criticism of the instructor. These periods are free to visitors.

The text books used: *Evolution of Expression*—C. W. Emerson  
 Rolfe's Edition of Shakespearean Plays.

#### TUITION, PER TERM.

First Year, per term .....	\$16.0
Second Year, per term .....	18.0
Third Year, per term .....	20.0

#### COACHING.

Two private lessons per week, per term.....	\$10.0
One private lesson per week, per term.....	5.0
Single lesson .....	1.0

For the academic work required of students of this department hereafter, see "Rules and Regulations" under Department of Music.

#### DEPARTMENT OF MUSIC.

##### THE FACULTY.

L. J. Corbly, A. B., A. M., *President*.

Rhoda Crumrine, *Director; Senior Teacher of Piano and Theory*.

Mrs. Irma Archer, A Pianist of exceptional skill and a teacher of large experience was connected with the Piano Department during the Fall Term.

Helen Mary Tufts, *Assistant in Piano*.

Frances Canterbury, *Assistant in Piano (Spring Term)*.

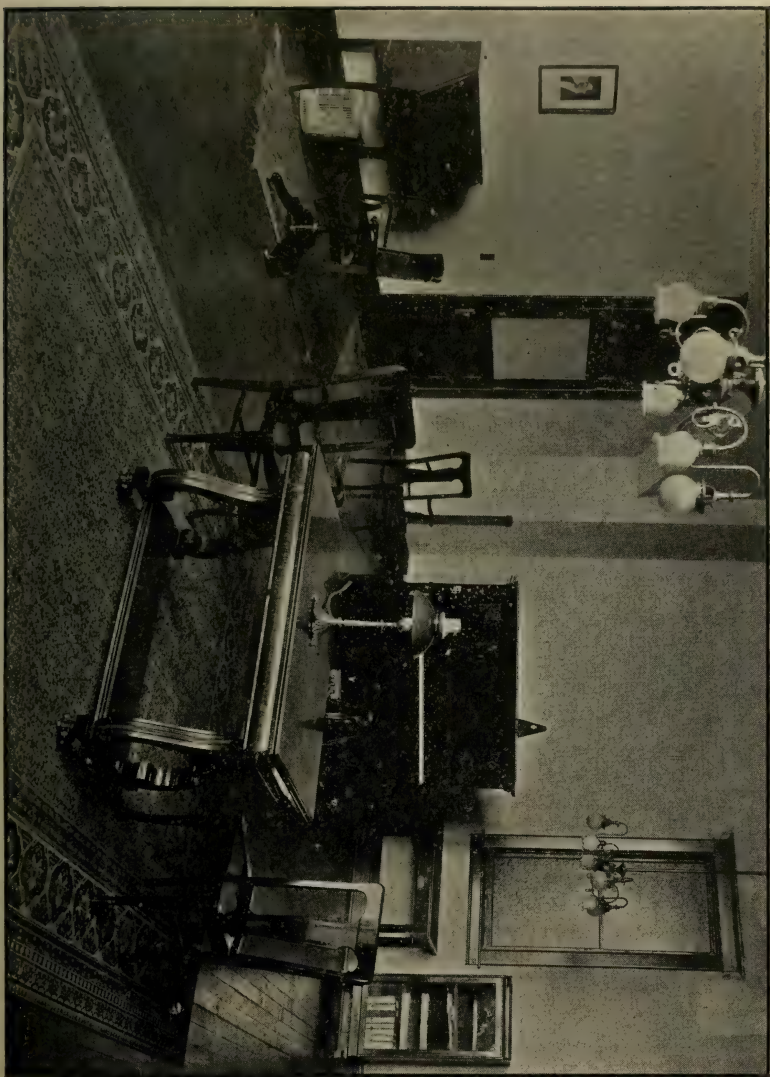
Mrs. Louise Fay Haworth, *Head of Voice Division*.

This department has kept pace with the general growth of the school. It has not only assumed decidedly creditable proportions at this point of enrollment, but has become a very potent influence on the life and character of the school, an important and decidedly valuable feature of the success of the entire institution.

Music has become, as it should, a part of the very warp and woof of Marshall College life, and has put the school in closer touch with the City of Huntington and the State than could have been possible otherwise.

**ADVANTAGES.** There are many advantages offered to a student in a department of music connected with an academic school. Opportunities are offered for studying in the various other departments, thus securing to the music student a symmetrical education, literary and scientific, as well as musical. Instruction is furnished without tuition in a number of branches, while in others, the tuition is merely nominal.









**BUILDING AND EQUIPMENT.** The Department occupies the upper part of the new building and consists of 5 studios and 10 practice rooms besides two rented practice rooms. The department has at its disposal 10 upright, and one Chickering Grand, Pianos. A new Recital Hall, seating 200 people provided for lectures and students' recitals. The auditorium, seating 1,200 people, contains the Chickering Concert Grand piano.

**FACULTY RECITALS.** A series of Faculty recitals is given during the year. All the members of the Faculty take part in these recitals and all music students are expected to attend them as a part of their instruction.

**STUDENTS' RECITALS.** Public recitals by students are held every Wednesday afternoon. These recitals have been established as a means of developing confidence in the student.

**GENERAL ANNOUNCEMENTS.** Students may enter the Department of Music at any time, but it is greatly to their interest to enter at the beginning of the term.

Students entering within the first two weeks of a term will be charged for the full quarter; after that time, for the remainder of the term and one week additional.

There will be no deduction for lessons missed by students, except in case of prolonged illness, when the loss is divided equally between the student and the school.

The competition for awards is confined to those who have entered the Department at the opening of the school year.

All music students are expected to attend the regular students' recitals, and to take part in them whenever so assigned; and to attend all concerts given under the auspices of the Department. Students are expected to identify themselves with the various organizations of the school and are required to enter any organization to which they are assigned by teachers.

It is expected that all students will take sufficient work—literary or music, or both, to occupy their entire time.

### *COURSES OF STUDY.*

The Department of Music offers instruction in each of the following subjects: Piano, voice, violin, organ, mandolin, ensemble playing harmony and history of music.

#### **PIANO.**

Two courses of study are offered, one of four years, leading to a teacher's certificate and one of five years, leading to an artist's diploma.

Strict adherence to a fixed list of studies is not required. The needs of the individual student are considered and the studies varied accordingly.

*First Year.*

1. Technical Studies.
2. Emery's Foundation Studies.
3. Gurlitt First Lesson.
4. Gurlitt Opus 187.
5. Selected Compositions.

*Second Year.*

1. Technical Studies.
2. Kunz Canons.
3. Schumann Album for the Young.
4. Clementi Sonatinas.
5. Selected Compositions.

*Third Year.*

1. Technical Studies.
2. Kullak's Octave Studies.
3. Bach's Little Preludes and Fugues.
4. Bach's Two Part Inventions.
5. Mendelssohn's Songs Without Words.
6. Sonatas by Mozart and Haydn.
7. Selected Compositions.

*Junior Year.*

1. Technical Studies.
2. Moscheles Opus 70.
3. Kullak's Octave Books II. and III.
4. Clementi's Gradus & Parnassum.
5. Bach's French Suites and Three Part Inventions.
6. Chopin's Nocturnes.
7. Sonatas by Beethoven.
8. Selected Compositions.

*Senior Year.*

1. Advanced Technical Studies.
2. Bach's Well-Tempered Clavichord.
3. The Greater Sonatas of Beethoven.
4. Studies by Chopin, Henselt and Liszt.

5. Concertos by Masters of the Classic, Romantic and Modern schools.

6. Composition by Schubert, Schumann, Chopin, Grieg, Brahms, Paderewski and others.

#### *REQUIREMENTS FOR CERTIFICATES AND DIPLOMAS.*

Elementary work in harmony and in the history of music is required as a part of the work of the third year.

Candidates for "Teachers' Certificates" in piano, must complete the first four years' work in the piano course, together with three terms work in harmony and three terms work in the history of music.

Candidates for diplomas must complete the work of the five years and must take advanced work in Harmony, Theory and the History of Music. They are also required to give in public, entirely from memory, a recital consisting of only the best standard piano selections.

#### *FEES.*

##### PIANO AND ORGAN.

All fees are payable by the term in advance. Tuition rates vary according to the instructor chosen by the pupil.

With heads of departments the fees are as follows:

Fall Term .....	\$18.00
Winter Term .....	16.00
Spring Term .....	16.00
Summer Term .....	9.50

With assistant teachers the fees are:

Fall Term .....	\$16.00
Winter Term .....	14.00
Spring Term .....	14.00
Summer Term .....	8.50

#### *FEES.*

##### PIANO AND ORGAN PRACTICE.

Charges for the use of pianos and organs for practice between sessions, depend, of course, upon the number of hours pupils practice each day:



Per Term—1 hour per day in advance.....	\$2.00
2 hours “ “ “ “ .....	3.00
3 “ “ “ “ “ .....	4.00
4 “ “ “ “ “ .....	5.00
5 “ “ “ “ “ .....	6.00
6 “ “ “ “ “ .....	7.00

#### VOICE.

#### *First Year.*

Placing of Tones.	Elements of Church Music.
Studies from Best Composers.	Sight-Reading and Part Singing.
English and German Ballads.	

#### *Second Year.*

Studies from the Best Composers.	Church Music.
Songs by Modern Composers.	

#### *Third Year.*

Studies from the Best Composers.	The work in Voice includes also
Oratorio and Opera.	the following:
Songs by Classical Composers.	1. Normal Class in Sight
Normal Training.	Reading.
Practice of Accompaniment.	2. Choral Club.
Harmony and Theory.	3. Choir Singing.
History of Music.	

In the Normal Class in Sight Reading students are taught the intervals by the use of numerals, a thorough knowledge of the rhythm, accent, and such other features of vocal music as will give them an intelligent grasp of the fundamentals of sound, and vocal culture.

#### *FEES.*

#### FOR VOICE.

Fall Term .....	\$18.00
Winter Term .....	16.00
Spring Term .....	16.00
Summer Term .....	9.50.

## HARMONY.

The course in harmony covers two years. It may all be taken in the fourth and fifth years, or it may be divided among the last three years of the course in Piano or in voice.

The work of the first year (three terms) covers the first fifty lessons in Emery's "*Elements of Harmony*," together with much supplementary work at the piano. Candidates for Teachers' Certificate must complete this first year of the course in Harmony.

The second year (Harmony IV., V., VI.) completes Emery's text. Difficult examples from Jadassohn's "*Thoroughbass*" will be studied. Transposition and dictation exercises at the piano. Candidates for diploma must complete the full course in Harmony.

### FEES.

#### FOR HARMONY.

Fall Term .....	\$ 6.00
Winter Term .....	5.00
Spring Term .....	5.00
Summer Term .....	3.00

Work in the History of Music is begun at the opening of the third year, and is required throughout this year and throughout the Junior and Senior years as a part of the course.

The class in the History of Music recites once per week throughout the Third, Junior and Senior years.

TEXT BOOKS: 1. Fillmore's "*History of Piano Forte Music*." 2. Matthews' "*A Popular History of Music*."

In addition to the prescribed texts, reference to the many valuable books on the History of Music, found in the college library, is required.

### FEES.

#### FOR THE HISTORY OF MUSIC.

Fall Term .....	\$ 4.00
Winter Term .....	3.00
Spring Term .....	3.00
Summer Term .....	2.00

If there be fewer than eight in class the periods will be half an hour in length.

If there be eight or more in class the periods will be one hour in length.

## *RULES AND REGULATIONS.*

Students taking music exclusively are not required to pay any fees except the fees of the music department.

Pupils who are successful in any competition are not permitted to compete for the same prize again.

Teacher's certificates and diplomas are conferred only on those pupils who have completed the regular course of study and passed the examinations successfully.

Special rates will be made in the following cases:

1. When more than one person from the same family takes work in either piano or voice.
2. When a student takes both piano and voice.
3. Students wishing to pay all their fees for the full year in advance will be allowed ten per cent. discount.

IMPORTANT. No creditable music school permits students to graduate now-a-days till they have done a certain amount of substantial academic work in addition to their music requirements, and we must not fall short at Marshall on this score. Accordingly, the following academic requirements for music certificates and music diplomas are herewith laid down for future years:

### CANDIDATES FOR CERTIFICATES, JUNE, 1911.

1. Grammar IV., V., and VI.
2. Rhetoric I., II., and III.
3. Junior English I., II., and III.

### CANDIDATES FOR DIPLOMAS, JUNE, 1911.

1. Grammar IV., V., and VI.
2. Rhetoric I., II., and III.
3. Junior English I., II., and III.
4. One Year of Ancient or Modern Language.
5. Ethics.

### CANDIDATES FOR CERTIFICATES, JUNE, 1912.

1. Freshman and Sophomore English.
2. One Year Ancient or Modern Language.
3. Ethics.

### CANDIDATES FOR DIPLOMAS, JUNE, 1912.

1. All Freshman, Sophomore, and Junior English.

2. Two Years of Ancient or Modern Language.

3. Ethics.

After the session of 1911-12 all candidates for music certificates and diplomas will be required to do the academic work required of 1912 candidates for diplomas.

NOTES. Candidates for certificates and diplomas in the "Department of Expression" for the years 1911 and 1912, and thereafter, will be required to do the same academic work as is required of music students for those years.

☞ Candidates for certificates and diplomas in the Art Department, for the years 1911 and 1912, and thereafter will be required to do the same academic work required of the music and expression students for those years.

NOTE. Any Music, Expression or Art student may substitute three academic units not named in the above requirements for any three units in the prescribed list, provided the president approve of the substitutions desired.

## EXAMINATIONS.

At the close of the fall term an entire week is set apart for examinations, which are compulsory; that is, no student can continue his work during any succeeding term till he has passed his examinations. The only excuse accepted, as a rule, is that of continued and severe illness, in which case a certificate or verbal report from the physician who attended the student is necessary. There might be other extreme cases in which excuses from examination could be obtained; most rules are subject to some exceptions; but if a student expects to continue work here or anywhere else, it is to his advantage to pass his examinations; and if he refuse to do so without justifiable excuse he will not only be denied a special examination but will be dropped from the school.

Students—chiefly teachers from the rural districts whose schools close before our spring term opens—enter at all times during our winter term in order that they may get more than one term per year. Many of these enter so late in the term that they are not prepared to take the winter term examinations and if the closing week of the term be given up to examinations, these students who entered late find a week wherein there are no recitations—almost lost time to them here on expense. Accordingly we usually have our winter term examinations in the form of frequent class tests. By this means those who enter late may pass the tests on those parts of the texts which they have taken up after entering and are accommodated with class work—recitations—up to the very last day of the term. And since the vacation between the winter and spring term is short, only



three school days, students entering before the close of the winter term may continue their work uninterruptedly to the end of the spring term.

Sometimes by examinations and sometimes by class tests the grading for the spring term is done. In either case all examinations and all tests must be taken unless there be an excuse for not doing so, which is satisfactory to the president.

To get one's credit for work during a term when examinations are given in the form of class tests it is absolutely necessary that the student stay till the close of the term; otherwise his name is not entered on the credit list nor on the grade book of the school and no report is sent to his parents unless the president write a personal statement as to the general character of the work done. It is, therefore, important that the student remain till the close of the term, for sometime, either here or elsewhere, he will need his credits. Not a year passes but a *number* of young men and women who dropped out of the school before the term closed find themselves in need of a statement from the president, of the work they did here, and write us for the same. It is a disappointment to them to find there is no credit here.

In case a student is very sick and we have proper assurance that he or she is too sick to remain in school, the cause of his withdrawal is recorded and a general statement of the amount of work done can be gotten at any time, but no grades can be given except in very deserving cases.

In case a student drop out of school out of laziness or a few childish pains or other ailments of some kind, no record whatever is kept of his work. He usually does not do the kind of work that amounts to enough to record it.

The student will please to remember that if he wish credit for work done here his attendance must be regular and continue to the very close of the term except in *extreme* cases, and the faculty must judge as to what cases are *extreme*.

It may be well to remind new students who enter here that class attendance is compulsory; that absence from class without an excuse which we can accept will be punished with expulsion if persisted in; that when they arrive in Huntington they must enroll at once and proceed to work; that any student found lounging about the city after arriving is liable to be sent home summarily; that the instructors of the school meet weekly and go over the entire list of students and know just who are absent and whether absent the entire day; that the cause for absence is almost surely investigated; that when once here a student *must be in school* and must be here regularly and promptly unless his excuse will bear investigation; that we want no



students who do not come here to work; and that we aim to get rid of those who will not work.

Attending school should be a business, not a pastime.

## GRADUATION.

A diploma of graduation is conferred on all who complete either the Normal, Modern Language or Classic Music, Art or Expression Course, with an average per cent. of 80, and do not fall below 70 on any subject.

No one is permitted to graduate, however, who has not spent at least one full year here and the "full year" must be either the Junior or the Senior year.

We caution young people about getting in a hurry to graduate. Go slowly, do much reading outside your course, do not carry very heavy work, take part in the social life of the school, take time to care for the health, always take light enough work to have some time for recreation, and especially guard against carrying more work than can be well done without injuring the health.

Immediately after the opening of the *fall term*, each year, the "Committee on Graduation" takes up the record of each candidate for graduation, checks it up and reports to him within two weeks of the opening of said term what his standing is. If any one is found to have more than *12 units* against him at that time he is notified that he cannot have full senior rank, for *no one with more than 12 units to make for the year is admitted to the senior class at the opening of the fall term.*

The "Senior Roll" is made up at the close of the fall term. At that time every "candidate" who has been admitted on trial at the opening of the fall term is entered on the senior roll or may be continued on the candidate list.

The "Senior Roll" is called in full faculty meeting *four weeks* before commencement day. If, at this roll call, any member of the class is found below the "danger line" he is promptly notified by the secretary of the faculty and thus is given *one week* to "set himself right" in his credits; at the end of this *week*, the "final senior roll" is called and the result is reported to the president of the class and to the program committee for commencement.

We caution both young men and young women about a vain ambition to "graduate young." This means loss of thoroughness, for much that is in our courses requires maturity of mind to grasp intelligently.

NOTE. See notes relating to students ranking in class under "Historical and Informational" in the front part, Part I., of this book. The reader will find this subject more fully and clearly stated there.

# PART IV.

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## EXPENSES.

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### 1. BOARD.

Board, as spoken of here, includes *room, light, fuel and food.*

In the case of *club board* the room is furnished and cared for by the family from whom the student rents rooms; in the case of *private board* this is also true; in College Hall the girls furnish their towels, soap and bedding except the mattresses; all other things are furnished them.

By a "month" below is usually meant "four weeks" and not a "calendar month," although board is sometimes rated by the calendar month, and room rent is almost always so rated.

### PER MONTH.

In Clubs .....	\$11.50 to \$13.00
In College Hall .....	14.85 to 15.70
In Private Families.....	15.00 to 18.00

These prices may be modified slightly by the new plan to be adopted by the Board of Control.

The *fall* and *spring* terms are usually about 12 weeks in length, the *winter* term 11 weeks. In other words the *fall* and *spring* terms are about even *three months* in length, the *winter* term about *two and three-fourths* months in length. We state this because very many students inquire the cost per term for board. A little multiplication of the above figures per month by the number of months in a term will give the desired result.

A session, or school year, is about 36 weeks, or 9 months, in length, hence the cost of board per year can easily be reckoned from the above.

### 2. BOOKS.

This item varies much, according to the place in the course a

student ranks, books being more expensive the farther one advances in the course.

On an average, however, books cost about \$2.00 per term in the Preparatory, Freshman and Sophomore years, or about \$3.50 to \$4.00 per year, several of the texts being used for a full year.

In the Junior and Senior years the cost will run about \$3.50 to \$4.00 per term, or about \$6.00 to \$10.00 per year.

### 3. ENROLLMENT FEE.

This fee is \$3.00 per term, \$9.00 per year, to *all students*, is paid when the student enrolls, and *is not refunded*.

### 4. TUITION FEES.

These come under two heads:

(1) Students who fail in their studies without good reason. In such cases a small tuition is charged for the succeeding term.

(2) Students from other States pay a tuition fee of \$6.00 per term of three months.

### 5. LAUNDRY.

This varies, according to the amount and kind of laundry, from \$1.00 to \$3.00 per month.

### A WORD ABOUT CLUB BOARD.

By this is meant, simply, that a group of young men or women, *ten to twenty-five*, often more, take their meals at the same place. One of the young men, appointed from the gentlemen of the Senior class by the Boarding Committee of the Faculty, is commissioned to supervise the buying and other details, collect the board bills, etc., and be responsible for the general condition of the club, order, number in it, etc. He and the Boarding Committee decide what homes shall be selected as the places for the clubs. The lady in whose home the club is located opens her dining room to the young men, prepares the food, and serves it for so much per student per week. The students have their rooms in the city near by with good families and report to the club for their meals.

This is not only an entirely creditable method of boarding, but has become the most customary in all schools not provided liberally with dormitories. Practically all our young men take this kind of board.

## BOARD IN COLLEGE HALL—FOR LADIES ONLY.

THE HALL AND ITS SURROUNDINGS. On the completion of the new west section of the college buildings they formed one continuous block of five sections facing 400 feet on 3rd Avenue and College Avenue, 140 feet on 16th Street and 54 feet on 17th Street.

THE HALL is three stories high besides a full basement story, half of which is above ground, and the knoll on which the buildings stand, composed of sand, and rolling in every direction from the buildings, provides such a condition as is especially favorable for a basement, it always remaining *perfectly dry* no matter how wet the weather. It is the most airy, the most healthful, and in hot weather, the coolest spot in Huntington. It is as well, one of the highest, commanding a beautiful view in every direction. Approached by broad paved walks, by a wide driveway in the rear, and surrounded by green lawns of exceptional beauty, ornamented with stately old trees, this school home for girls is one of rare beauty and attraction.

Please examine the larger plans on pages near by for all details as to size of hall, size of location of girl's rooms, toilet rooms, kitchen, pantries, dining room, laundry, verandas, entrances and exits, fire escapes, stairways, hallways, convenience to school rooms, and all other matters of interest, noting that the *two eastern sections* (Section I. and Section II.) constitute what is known as "College Hall," or the ladies' dormitory.

WHO MAY BOARD IN THE HALL. Some of the lady teachers board in the hall.

Lady teachers have rooms on first, second and third floors. All teachers and students have the same arrangements about board, and all eat at the same time and at the same tables, one or more teachers at each table.

Only regular students and teachers are allowed to board in the hall. Brothers, sisters, parents, and others may visit for a brief season, but in no case except sickness are they expected to remain any length of time.

It is a home for lady students and teachers, and is so arranged that the occupants need not go out in the weather in passing to and from school, also, that they may have the long hallway for an exercise space when the daily sessions of school are closed. This is a great convenience, a most valuable sanitary feature of the girls' school life. Whether it rain or hail or snow, they still have plenty of room for exercise.

No young gentlemen are admitted to College Hall to room, though



they may, when the dining room is not crowded, take their meals at the hall.

So much do parents and young ladies appreciate the advantages and conveniences offered by this hall, that for five years past all hope of accommodating every one who calls for room in it has been abandoned, and each year from twenty-five to fifty have to be turned away.

*CONVENIENCES.* The building is heated by steam and lighted by natural gas.

Hot and cold water is furnished throughout the building, on all floors, there being an automatic water heater in the basement which furnishes nine gallons of hot water per minute.

All bath rooms have hot and cold water connections, the girls' bath rooms having two bath tubs each, porcelain finish, three wash-bowls in a marble plate and two closets. Each of these is made private by inside screens and doors to the several compartments in addition to the bath room door, and the private bath compartments have gas jets.

The Bell telephone system is connected with the hall, and through this, the Western Union and Postal Telegraph system, thus placing the occupants of the hall in communication with all parts of the world. Long distance phone connections are also a convenience of the hall.

In addition to the two stair-cases as a means of escape in case of fire, the following are of special value:

1. The large veranda roof, 14x52 feet, to which access is made by four double windows, two large single windows, and a double door from which roof escape is easy by ladder or by rope.
2. Through the president's rooms, and the rear veranda, 8x22 feet, from which escape is easy by ladder or rope.
3. Two fire escapes, one from each section of the hall, and extending from the third floor windows to the ground.
4. Extending from basement to third floor in each section of the building, both in the hall and in the school building, are 4-inch water pipes, with a hose 60 feet in length connected with each pipe on every floor, basement included, and water pressure sufficient to throw a flood stream over 200 feet. There are three double doors for exit on first floor, two single ones, and 18 large windows, some of them double.

In addition to the conveniences named above the following are worth considering:

1. Street car connections with all parts of the city and adjoining towns, the cars passing by the college gate, only 300 feet from the hall.



2. The large, beautiful grounds for promenading, athletics and lounging.

3. The long hallway, 400 feet, for promenading in bad weather.

4. The immediate connection of the hall with the school building, girls thus being able to pass from the hall to class-room, "to go to school," in short, without going out of doors. So, with all college entertainments, lectures, commencement exercises, etc.

5. The large front veranda, 14x52 feet, a luxury indeed, summer and winter.

6. The college parlors, which are open to all hall students.

**ADVANTAGES.** 1. The protection assured young ladies against undesirable company, male or female.

2. The systematizing of their work. A time to work, a time to sleep, a time to recreate, etc.

3. The oversight of a preceptress, whose duty it is to care for the girls.

4. Care and attention when sick.

5. Assistance when shopping.

6. Chaperones who can be trusted to dilligently serve the young ladies.

7. Board at reasonable rates.

8. Opportunities for associating with the instructors of the school.

9. Facilities for culture in the way of receiving company, preparing for copany, table manners, hygienic culture, dress, conversation, etc.

10. Counsel and advice from the president, whose rooms are in the hall.

**ROOMS.** The rooms are furnished with *single beds, mattresses, wordrobe, dresser with mirror, chairs, table, light and heat..* Students are required to furnish their own *bedding*, (except the mattress) their own *napkins* and *towels*, and keep their *room clean* and in *order*.

All rooms are furnished with *drop-light gas lamps* with Welsbach burners, but all breakage of lamp, mantle, or other fixtures, about the light after the girls take possession of a room is paid for by the occupant of the room.

While there is very little difference in the advantage derived from the location of the various rooms, some preferring one floor, some another, yet there is some difference in a few instances and the room rent has been scheduled so as to average these differences. It is our opinion, and an opinion formed after having our own rooms on the second floor of the hall ever since it was completed, January, 1898—that the third is preferable in every way to the second, unless it be in case of fire, and with fire escapes on every floor, and large

se, 60 feet in length, with enormous water pressure for preventives  
om danger in this respect, there is little more danger on the third  
an on the second floor.

Two of the lady teachers have rooms on the third floor, three  
d the preceptress on the second, and the matron on first floor.

**ROOM RENT—THIRD FLOOR.** Rooms 2, 3 and 15 are rated at  
\$4.00 per term, two in a room (\$7.00 each). These rooms are 12x16  
feet.

Room 1 is rated at \$18.00 per term, two in a room.

**SECOND FLOOR.** Rooms 21, 27, 28, 29, 31, 32 and 34 are all rated  
at \$14.00 each per term, two in a room (\$7.00 each person.) No. 21  
is the lightest room in this list, but the partition separating it from  
the hallway does not extend to the ceiling, it being a section of the  
hallway cut off by a wood partition eight feet high. All these rooms  
are 12x16 feet.

Suite No. 17 and 18 is one of the most desirable in the house. It  
is rated at \$18.00 per term two in the suit or \$21.00 per term, three  
in the suite.

Suite 19 and 20 is rated at \$18.00 per term two in the suite  
(\$9.00 each) or \$21.00 per term, three in the suite (\$7.00 each).

**THIRD FLOOR.** Rooms 41, 46, 47, 48, 49, 52, 56, 58, 59, 53 and 55  
are all rated at \$13.00 per term, two in a room (\$6.50 each). These  
rooms are each 12x16 feet.

Suite 37 is rated at \$18.00 per term, two in the suite (\$9.00 each  
person), or \$19.50 per term, three in the suite (\$6.50 each). Rooms  
42, 43 and 44 (three Nos. or doors to two rooms), may be used as a  
suite at \$18.00 for two, \$21.00 for three or \$26.00 for four, per term.  
Room 45 is rated at \$14.00 for two (\$7.00 each).

Suite Nos. 50 and 51 is rated at \$18.00 per term for two or \$19.50  
for three. This suite has a large and airy bed room, a nice light  
work room with a beautiful view, and is immediately at the head of  
the east stair-case.

Room No. 54 is the S. E. corner room with two windows, fine  
view, exposed to the morning sun, and near the head of the stair-  
case. It is rated at \$14.00 per term, two in the room (\$7.00 each).

Every room in the hall is thoroughly overhauled each summer—  
ceiling, floor, walls, windows and furniture thoroughly scrubbed,  
cleaned and fumigated.

Accordingly, on the opening of school each fall the hall is prac-  
tically new from garrett to basement, inclusive.

**ROOM RENT IS NEVER REFUNDED.** There are always calls  
for more rooms than there are rooms to rent; accordingly some girls  
must be left out; and if a girl leave before a term closes, not only has

some other girl who would, in all probability, have remained the entire term, been denied room in the hall, but should the state refund room-rent it would lose part of a term's rent when the other girl would likely have paid the full rent. And since the income for room-rent is *much* less than is necessary to keep the hall in order, the State is obliged to enforce a rule of this kind to protect itself against the loss of needed funds.

All rooms are now furnished with single beds.

So numerous are calls for rooms during the last five years that to be sure of one a girl should engage her room sometime in advance of the opening of the term, and pay for same in advance. First paid for, first served is our rule.

No room is intended to accommodate fewer than two girls, and suites are expected to accommodate three.

**CONTINGENT FEE.** A "Contingent Fee" of \$2.00 per term is paid by all who enter the hall. It has been found that the contingent expenses of the hall have run behind more and more each year, hence in order to keep the hall in better repair and in better condition as a home, which means the employment of more service, the "Contingent Fee" is charged. This fee will not be refunded, but goes into the "Repair and Service Fund."

All damages done to building, furniture, fixtures, etc., will be paid for in full by the girl responsible therefor, and the amount thereof will be assessed by the treasurer and the preceptress.

The occupants of a room are responsible for the furniture and the condition of everything else in their own rooms, whether damage be done by them or some other, unless they make known to one who did the damage.

Sometimes girls leave water spigots open on leaving the bathroom. These cause overflow which seriously damage the rooms below. Such things result in damage from overflow of water. A fee of 2.00 will be charged for every case of neglect. A fee of \$1.00 is charged in every case of leaving the laundry gas burning or the laundry spigots open. Carefulness in the use of another's property is an essential part of a student's training.

This carefulness should be observed especially in the following ways.

1. Economy in the use of lights. Common honesty toward the State would require that no lights be kept burning when not necessary, just as in domestic economy.

2. Care of furniture. All unnecessary breakage or destruction of property either in the school or in the hall should be studiously avoided.

3. Windows should always be closed when leaving the room, except when out for just a moment. No one knows when a rain storm will come up and rain dash in a window, ruin some furniture, and run through the floor, staining the ceiling below.

4. Caring for the walls, by refraining from driving nails therein or tacks, or in any way abusing them.

5. Window shades should always be left above a raised window to prevent the wind from threshing them about or the rain from soiling them.

Neglect for such things as enumerated above, or of any other feature of caring for the hall, will be paid for by the one or ones responsible therefor, for there is no excuse for either careless or wilful neglect.

Room-rent, Contingent Fee, and Table Board are payable to Mrs. Kearn, matron. Room-rent and contingent fees are payable in advance per term, that is, at the opening of each term.

**TABLE BOARD.** All money paid in for board goes to defray the expenses of conducting the boarding department, including the employment of matrons, kitchen servants, and the purchase of food stuffs.

TABLE BOARD IS \$12.00 PER MONTH OF FOUR WEEKS, and is payable in advance to Mrs. Kearn, matron.

*All correspondence concerning board, room, and other expenses in College Hall should be directed to—*

*MRS NELLIE KEARN, Matron,*

*Marshall College,*

*Huntington, W. Va.*

No deduction can be made in table board for a few days absence at the beginning or end of the term. Christmas and spring vacations are deducted as they come between terms; the Thanksgiving recess is not deducted as it comes during the fall term and expenses for service, &c., after once opening up for the term, are just the same and cannot be lessened until the end of the term.

Only severe illness will be regarded sufficient cause for deductions from table board and then absence of a week or more will be counted. Anything else simply encourages irregularities of attendance and unnecessary inconvenience in book-keeping.

Meals will be served in girls' rooms when the preceptress deems it a case worthy of such attention though this must be limited to cases of illness of such a nature as to require extra care.

College Hall as related to Marshall College, is, in no sense of the word, a boarding school, except so far as it is connected with a school and is for young ladies.



The purpose is, to make the hall, as nearly as possible, one big family, each as much interested as every other in caring for the building and furniture, each equally interested in pleasing every other member, and each equally interested in everything pertaining to the welfare of all, ready to obey because it is the proper thing to do, and most careful to do nothing that would bring pain or discomfort to any other.

Be it said to the credit of the young ladies of the hall, more and more do we note the emphasis placed upon a sense of honor in all matters pertaining to duty and to discipline. The feeling that it is a school family of young ladies, becomes more evident year by year. Only good, well-disposed, work-inclined girls are welcome here. Rich and poor receive exactly the same treatment. Not *who* they are but *what* they are, decides how girls shall be received and treated.

## GOVERNMENT.

Beyond the expectation that the life of our students shall conform to the requirements of promptness and fidelity to duty, that they be, and act a lady at all times; that they exhibit that considerate regard for others which characterize refined womanhood, we have fixed rules.

This does not mean, however, that the young women are absolutely without restriction.

The preceptress has the personal oversight of the students who reside in College Hall and such house regulations are enjoined as are considered necessary to good order and good habits, and for securing the best educational results.

A persistent disregard of these regulations will forfeit the student's right to the privileges of the hall.

Parents will please note the following:

I. If they send their daughters or others, for whom they are responsible here, they must send them *wholly* subject to our government, for while under our care we must decide what is best, and let them.

II. Young ladies do not receive callers at the Hall, except as the preceptress may deem correct. The frequent receptions and other attractive social features are under the supervision of the preceptress.

III. Study hours are from 2:00 to 4:00 p. m., and from 7:00 (7:30 in late spring) to 9:45 during which time no visiting is permitted. This is essential to good study.

IV. Leaving the grounds is by permission of the preceptress. We must know where the young ladies are if we are to be responsible for them.



V. Parents often give permission to their daughters to go out to spend the night *in the city or neighborhood*. This may seem a simple permission to them, but we who know the situation better than they, deem this very unwise, and such permissions cannot be granted. The daytime is long enough for city calls.

VII. If young ladies live close to the city they are permitted to go home somewhat often, provided they miss no lessons; but even this is not best, at least it is easily overdone.

Other regulations will be announced to students at the opening of each term, and at other times if needed.

We, therefore, very respectfully notify parents that when they send their daughters to the hall they must send them subject to the government of the hall; we can receive them on no other terms. If they wish special liberties granted their daughters we must know in advance what they are, for if they in any respect conflict with our hall government, they cannot be granted.

Every privilege consistent with the safety, culture, and education of young ladies is assured them and their parents in advance.

**ADDITIONAL ROOMS.** It having been found quite out of the question to accommodate all young ladies, who apply for rooms in College Hall, arrangements have been made with good families in the immediate vicinity of the college (none of them living more than half a block from the college grounds, practically all of them facing the grounds) for additional rooms where young ladies may be nicely housed in first class homes close enough to College Hall for their meals even in the worst of weather, and where the authorities of the Hall and of the school can keep in very close touch with them in case of sickness or other need of attention, additional to what their hostesses are expected to give them (and which they always cheerfully do.)

The following is a list of the rooms closest to the college, the location of each room in the city and in the home, the price of each per month and the names of the hostesses:

The prices given are for the entire room, per month. For example: A room at \$8.00 per month means that, whether one, two or more occupy the room, the total cost per month is \$8.00, and not \$8.00 per student (unless there be one student in it); if two in the room the cost to each is \$4.00 per month.

The addresses given above are all in good localities and are approved by the college authorities.

Mrs. F. A. Wieder, 1644 Third Avenue:

Two side rooms at .....\$8.00.

Bath, with hot and cold water.

Mrs. C. P. Barger, 1630 Third Avenue:

One front room .....	\$10.00.
One front room .....	8.00.
One suite—side and back room.....	15.00.
One side room .....	8.00.
One back room (one person).....	4.00.

Bath, with hot and cold water.

Mrs. T. J. Skeer, 1554 Third Avenue:

One front room .....	\$10.00.
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Bath Conveniences.

Mrs. U. R. Gotshall, 1538 Third Avenue:

One side room .....	\$8.00
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Bath Conveniences.

Mrs. A. W. Wolcott, 1513 Third Avenue:

One front room .....	\$ 7.00.
One front room .....	4.00.

Mrs. J. Gorsuch, 1677 Fifth Avenue:

One front room .....	\$ 8.00.
One front room .....	10.00.
One side room .....	8.00.
One side room .....	6.00.

Bath Conveniences.

Mrs. C. W. Lively, 1659 Fifth Avenue:

One front room .....	\$8.00.
One front room .....	8.00.
One side room, 16x20 feet (four persons).....	12.00.

Bath Conveniences.

Mrs. Maude Caldwell, 1667 Fifth Avenue:

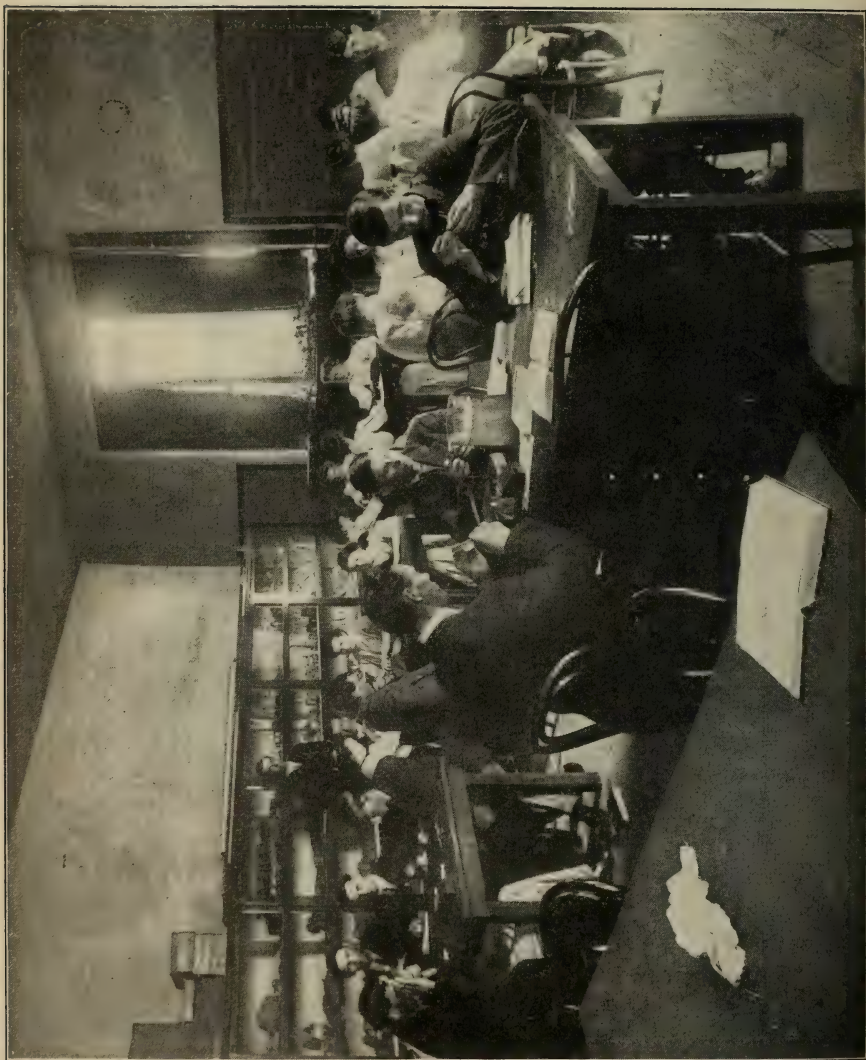
One front room .....	\$ 8.00.
One front room (one person).....	5.00.
One side room .....	8.00.
One first floor room .....	10.00.

Bath Conveniences.

Mrs. H. M. Ensign, 1607 Fifth Avenue:

One front room .....	\$10.00.
One front room .....	8.00.
Three third floor single rooms at .....	5.00.







# PART V.

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## THE LIBRARY.

This, books can do; nor this alone; they give  
New views of life, and teach us how to live;  
They soothe the grieved, the stubborn they chastise.  
Fools they admonish, and confirm the wise;  
Their aid they yield to all; they never shun  
The man of sorrow, nor the wretch undone;  
Unlike the hard, the selfish, and the proud,  
They fly not sullen from the suppliant crowd;  
Nor tell to various people various things,  
But show to subjects what they show to kings."

— *Crabbe.*

The library is a center of educational interest with the student body, and each member of the faculty makes it a part of his class work to extend, enlarge, and intelligently direct this interest.

The books are selected by a committee consisting of the librarian, the president, and the heads of the departments, hence are selected with reference to the interest of the work in all departments, and with reference to the educational and cultural needs of the student body.

The material of the library is as follows:

1. Circulating and Reference Works, 7,000 volumes.
2. Documentary—Bound, 5,000 volumes; Unbound, 3,000 volumes.
3. Magazines and other periodicals, 100.

### RULES AND REGULATIONS.

1. HOURS.—8:00 to 12:30 a. m. 2:00 to 5:00 p. m. Saturdays, 9:00 to 12:00 a. m. 2:00 to 4:00 p. m.
2. No book, magazine, or newspaper shall be taken from the library without the consent of the librarian.
3. Free access is given to all books and magazines during library hours and it should be borne in mind that in a reference library all

books for which there is a special demand should be in during library hours.

4. Persons drawing books shall be responsible for their safe return.

5. Students must pay for books lost or injured by them.

6. Unless permission has been granted no book shall be retained for a longer period than two weeks.

7. Special reference books may be taken out at night if they are returned before the first period in the morning.

8. A fine of two cents a day will be charged for all books kept out over two weeks. Ten cents a day for reference books kept longer than the time specified.

9. Do not mark library books or turn down their leaves, or carry pencils or note books in them.

10. Persons found mutilating books or magazines will be punished to the full extent of the law.

11. Talking and whispering are not allowed in the library. The librarian will answer your questions.

12. Students are expected to return to the shelves or rack encyclopedias, dictionaries, atlases, bound magazines, special reference books (marked with yellow slips), unbound magazines and newspapers.

13. Anyone violating any of the above rules will be denied library privileges.

### *CLASSIFICATION OF BOOKS.*

The books are classified according to the Dewey or Decimal Classification which arranges the books first by subjects then by authors. By this system the field of knowledge is divided into nine main classes and these are numbered by the digits to 9. Cyclopedias, periodicals, etc., so general in character as to belong to no one of the classes are marked "O" and form a tenth class. Each class is similarly separated into nine divisions, general works belonging to no division having nought in place of the division number. Divisions are similarly divided into nine sections and the process is repeated as often as necessary. Thus 512 means Class 5 (Natural Science) Division 1 (Mathematics) Section 2 (Algebra) and every algebra is numbered 512.

The first and second summary of the Decimal Classification follow.

### *ARRANGEMENT OF BOOKS ON SHELVES.*

All the books in a given class should stand together on the shelves. It will be evident that the class number alone does not make

a sufficient call number. There must be something to distinguish each book from all others in the same class, and for this reason we have the author-number and they are arranged in direct alphabetical order from A to Z.

### CATALOGUE.

The catalogue is arranged on cards in cases on the small desk in center of library. It is an author, title and subject catalogue and is arranged in alphabetical order from A to Z like a dictionary. It answers the following questions:

1. Has the library a book by a given author?
2. Has the library a book by a given title?
3. Has the library material on a given subject?

For example: If a student desires to get a book entitled "Emile" (a work on the subject of education), look in the catalogue for either (1) the author-card headed "Rousseau" or (2) the title-card headed "Emile" or (3) the subject card headed "Education." In the upper left hand corner of the author, title or subject card will be found the *call-number* of the book you want.

### MAGAZINES AND NEWSPAPERS.

The reading room contains the principal monthly magazines and educational journals, several daily newspapers and a number of weekly newspapers donated by the publishers.

List of magazines to be found in the reading room follows:

#### *Magazines.*

American Agriculturalist,	Collier's Weekly,
American Chemical Journal,	Contemporary Review,
American School Board Journal,	Cosmopolitan.
American Historical Review,	Country Life in America.
American Journal of Psychology,	Current Literature,
American Naturalist,	Delineator,
American Journal of Sociology,	Dial, The
American Journal of Philology.	Die Woche,
American Magazine.	Edinburgh Review,
Atlantic Monthly,	Education,
Bankers' Magazine,	Educational Review,
Bird Lore,	Electrical Age,
Bookman,	Etude,
Broadway Magazine,	Everybody's,
Century,	Fortnightly Review,
Circle,	Forum,

Good Housekeeping,	North American Review,
Harper's Bazaar,	Outlook,
Harper's Monthly,	Political Science Quarterly,
Harper's Weekly,	Popular Science Monthly,
House Beautiful,	Primary Plans,
Independent,	Primary Education,
Journal of Political Economy,	Psychological Review,
Journal of Geography,	Putnam's Monthly,
Journal of Pedagogy,	Readers' Guide to Periodical
Ladies' Home Journal,	Literature.
Library Journal,	Review of Reviews.
L'Illustration,	School Arts Book,
Literary Digest,	Scientific American.
McClure's.	Scribner's,
Munsey's Magazine.	Success Magazine,
Musical Leader and Concert Goer,	Survey,
Musical Courier.	Technical World,
Musician.	World's Events,
Nation, The	World Today,
Nature Study,	World's Work,
National Geographic Magazine,	Youth's Companion.
Nineteenth Century,	

### *LIBRARY PRACTICE.*

This work is offered each term to a limited number of seniors. One period of practice work a day is required. The work covers all phases of the subject, and students who expect to become principals or have libraries to care for are urged to take the work.

In addition to the special work offered to seniors every student who uses the library is expected to take sufficient instruction in library work to be able to intelligently follow the requirements of those who use it. It covers the following:

1. Classification and Arrangement of books .
2. Use of Card Catalogue.
3. Use of Periodical Indexes.
4. Use of Encyclopedias, Atlases, Handbook, Dictionaries and other References.

### *FIRST SUMMARY.*

0. General Work,
1. Philosophy,
2. Religion,
3. Sociology,



4. Philology,
5. Natural Science,
6. Useful Arts,
7. Fine Arts,
8. Literature,
9. History.

## 000 GENERAL WORKS

- 010 Bibliography
- 020 Library Economy
- 030 General Collections
- 050 General Periodicals
- 060 General Societies
- 070 Newspapers
- 080 Special Libraries
- 090 Book Rarities

## 100 PHILOSOPHY

- 110 Metaphysics
- 120 Special Methaphysical  
Topics
- 130 Mind and Body
- 140 Philosophical Systems
- 150 Mental Faculties, Psy-  
chology
- 160 Logic
- 170 Ethics
- 180 Ancient Philosophers
- 190 Modern Philosophers

## 200 RELIGION

- 210 Natural Theology
- 220 Bible
- 230 Doctrinal Theol, Dogmatics
- 240 Devotional and Practical
- 250 Homiletic, Pastoral, Par-  
ochial
- 260 Church
- 270 Religious History
- 280 Christian Churches and  
Sects
- 290 Non-Christian Religions

## 300 SOCIOLOGY

- 310 Statistics
- 320 Political Science
- 330 Political Economy
- 340 Law
- 350 Administration
- 360 Associations and Institu-  
tions
- 370 Education
- 380 Commerce and Communi-  
cations
- 390 Customs, Costumes, Folk-  
lore

## 400 PHILOLOGY

- 410 Comparative
- 420 English
- 430 German
- 440 French
- 450 Italian
- 460 Spanish
- 470 Latin
- 480 Greek
- 490 Minor Languages

## 500 NATURAL SCIENCE

- 510 Mathematics
- 520 Astronomy
- 530 Physics
- 540 Chemistry
- 550 Geology
- 560 Paleontology
- 570 Biology
- 580 Botany
- 590 Zoology

## 600 USEFUL ARTS

- 610 Medicine
- 620 Engineering
- 630 Agriculture
- 640 Domestic Economy
- 650 Communication and Commerce
- 660 Chemical Technology
- 670 Manufactures
- 680 Mechanic Trades
- 690 Building

## 700 FINE ARTS

- 710 Landscape Gardening
- 720 Architecture
- 730 Sculpture
- 740 Drawing, Design, Decoration
- 750 Painting
- 760 Engraving
- 770 Photography
- 780 Music
- 790 Amusements

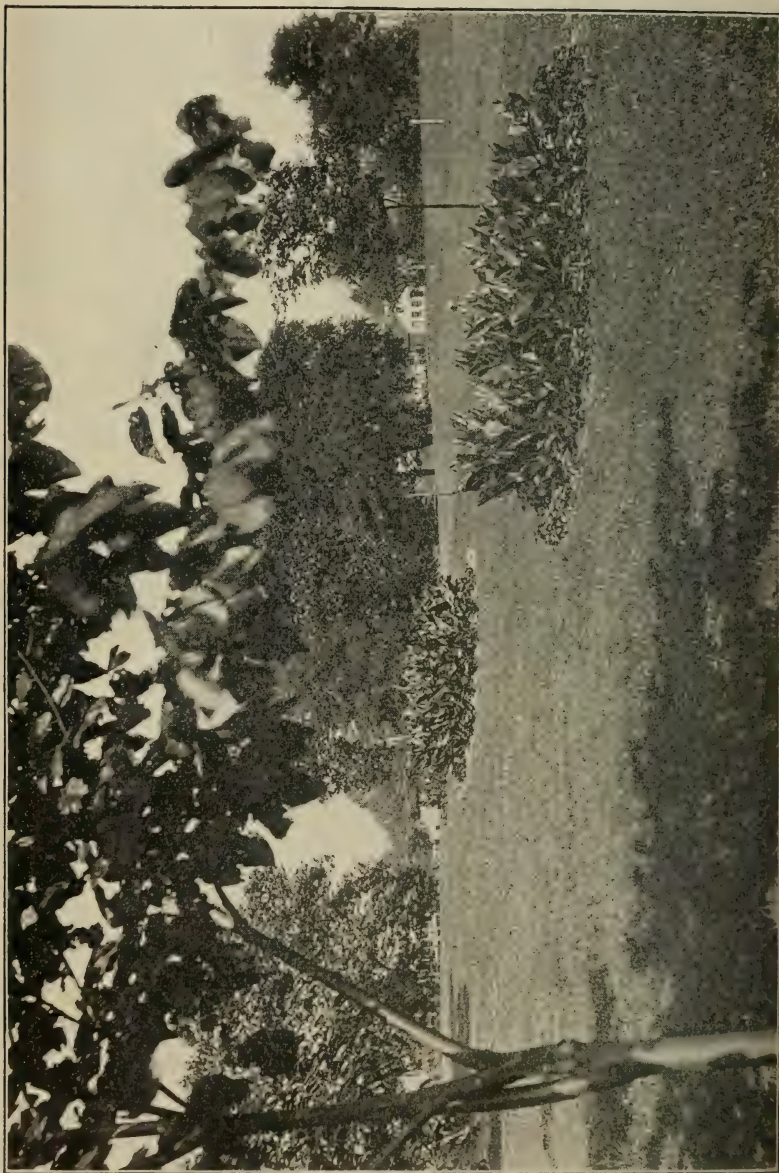
## 800 LITERATURE

- 810 American
- 820 English
- 830 German
- 840 French
- 850 Italian
- 860 Spanish
- 870 Latin
- 880 Greek
- 890 Minor Languages

## 900 HISTORY

- 910 Geography and Description
- 920 Biography
- 930 Ancient History
- 940 Europe
- 950 Asia
- 960 Africa
- 970 North America
- 980 South America
- 990 Oceanic and Polar Regions





ON THE CAMPUS SOUTH OF THE COLLEGE.



# PART VI.

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## 1. BUILDINGS AND GROUNDS

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### BUILDINGS.

These are located in the center of the school grounds on an elevation of about 20 feet above the surrounding streets, overlooking the entire campus, a good portion of the city, the Ohio hills on the north, and the West Virginia hills on the south.

Our school edifice now consists of a series of five buildings solidly connected, a continuous hallway extending from one end to the other.

The buildings have their main frontage on Third Avenue and on Sixteenth street.

The Third avenue or north frontage is about 400 feet in length, and faces the Ohio river, two blocks distant, the Ohio hills looming up beyond.

The Sixteenth street or west frontage is 140 feet in length, facing the main part of the city.

The secondary frontages are the Fifth avenue, or south front, 400 feet, and the Seventeenth street or east front, 55 feet.

The two eastern sections of the buildings, composed of three wings, 26x55 feet, 40x70 feet, and 40x73 feet, compose the ladies' dormitory sections, known as College Hall. Between these and other sections there is a heavy brick wall with no openings in it above the first floor.

The three western sections are given up exclusively to school purposes. These are, respectively, beginning with the most eastern, 70x78, 55x84, and 101x140 feet. All have been built since 1897, one excepted, and that one was thoroughly overhauled inside and out in 1899, thus making the entire series new and up to date in their appointments.

### GROUNDS.

The school grounds, located between Third avenue on the north and College avenue on the south, and between Sixteenth street on the

west and Seventeenth street on the east, two city blocks in length and one and one-half blocks in width, contain 16 acres of land, for which nature has done much toward adapting them for the purpose for which they have been appropriated.

Paralleling the longer dimensions of the grounds, (the eastern-western dimensions,) and but two city blocks to the north, is the Ohio river; one block nearer on the same side is the B. & O. Railway, and bounding the northern front is Third avenue, 100 feet wide, on which is the Ohio Valley Electric Railway, connecting the college with all parts of the city, with Guyandotte four miles to the east, Ceredo eight miles west, Kenova ten miles, Catlettsburg, Ky., twelve miles, Clyffeside Park, with its beautiful groves and lake, fourteen miles, Ashland, sixteen miles, and Ironton, Ohio, twenty-one miles west, students from which centers and from the intermediate smaller towns landing from this railway at the northern gate of the college. This electric line brings Marshall College in immediate connection with the homes of about 75,000 people.

To the opposite side of the grounds, (the Fifth avenue, or south side), three blocks distant, is the C. & O. Railway, and one block distant is the Sixth avenue branch of the Ohio Valley Electric Railway.

## 2. GOVERNMENT.

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### STATE BOARD OF CONTROL.

The general financial affairs of the school are in the hands of this Board; that is to say, this Board has the right to approve of all salary allowances per teacher and other officers or attache, to inspect the books, to make suggestions as to whatever expenditures may seem unwisely made, to lay down such rules and regulations with reference to the financial affairs of the school as may from time to time be deemed advisable, in short, to regulate and supervise all matters involving the expenditure of money and all matters of building and public policy aside from the purely educational affairs of the school. This Board is composed of three members. One member is appointed for six years, one for four, and one for two. Salary, \$5,000.

### STATE BOARD OF REGENTS.

This Board is composed of five members, of whom the State Superintendent of Schools is one. Of the other four *two* are members of one political party and *two* of the other. Their terms of service are

regularly *four years*. This, as is the preceding one, is a new board provided for under a law enacted at the 1909 session of the legislature, and all appointments with them date from July 1, 1909. In order to have their terms of office expire at different times, one is appointed for *one year*, one for *two years*, one for *three years*, and one for *four years*, the fifth member, (the State Superintendent of Schools), being an elective officer serving for four years.

This Board has charge of all purely educational affairs, such as the adoption of courses of study, election of teachers, fixing salaries (subject to approval of the Board of Control.)

### THE FACULTY.

All matters of discipline, so far as is possible, are referred to the faculty; indeed the very healthful sentiment prevails with the board that theirs should be a *laissez faire* policy in such matters until actual necessity arises, which cases have been remarkably few in many years at Marshall College, practically nil for a quarter of a century.

Aside from the fixing of salaries, the employment and removing of teachers, and the fiscal affairs of the Normal school and its branches, the duties of conducting these schools are almost exclusively left to the faculties, who have learned to appreciate their responsibilities and not to worry either executive or state board with details except when absolutely necessary.

Student government to some extent is being inaugurated, and will be judiciously extended as results justify; but not yet is the time ripe in any school of young people for turning matters of government and discipline wholly over to the immature, the inexperienced, and the remotely responsible; the strong hand of the faculty, conservatively, sympathetically, calmly, but none the less surely and effectively, kept behind all major matters of school discipline and school government cannot well be dispensed with; and in this just as little interference as possible from still higher authority is especially to be desired if government and discipline are to be administered with a minimum of friction and a maximum of dignity and effect to all interested.

We have little sympathy with the hasty and extreme extension of democratic ideas of government in any part of the American system, from the home to the presidency of the United States; this can come only with, or after, a very wide dissemination of sanely democratic ideas of personal responsibility in all matters affecting the individual and his fellow. The strong hand of intelligent responsibility cannot be left out of any system of government.

It may not be amiss in this connection, to say that we have little sympathy likewise, for many of the forms in which that remarkably ill-defined thing known as "college spirit" seeks to express itself, rather to assert itself. Educational systems are seeking to rid themselves today, as never before, of much that has been purely experimental, purely formal, and purely sentimental. Not a few of our more pretentious schools have done this in some lesser things and have ignored it in more important ones. It is pretty nearly time to decide whether any of the practices and customs of young men and young women at school, such as escapades that compromise reputation as well as character, both of the individual and of the school; certain liberties that have degenerated into offensive licenses, such for example, as excessive smoking and chewing, gambling, drinking, "rushes" that endanger life or limb, hazing, "smart tricks" that humiliate, if they do not injure, the worthy and the inoffensive, class contests of any kind that leave bad feelings or "bad tastes in the mouth," anything, in short, that lowers the dignity of manly and womanly ideas of fun and of college life; it is pretty nearly time, we say, to decide whether such practices constitute any part of a sane system of education.

College spirit that expresses itself in disorder of any kind, in the destruction or abuse of property, in the humiliation or injury of the innocent and the inoffensive, in excesses of any kind that are out of harmony with the orderly and gentlemanly bearing of young men, is false in theory and hurtful in practice. There are many ways for having fun and enthusiasm without degenerating to beastly practices, brutal treatment of others, of course forms of fun which defy authority and injure persons and property.

"College fun" and "College spirit" are too often misunderstood, too often taken for synonymous terms. *Real* "College spirit" is not something that asserts itself at the expense of orderly, gentlemanly conduct; it consists in loyalty to one's school, a loyalty due to no superficial, foolish or insane devotion such as are born of prejudice, partisanship or ill-founded preferences, but a loyalty born of congenial associations, high ideals, and sane devotion to, and belief in the standards, methods, policies, and principles represented and carried out by a faculty whose scholarship, character, and ability command the esteem and confidence of manly young men and womanly young women. The fun and pleasures of college life are mere incidents to these main features of college spirit and will *always* come to him and to her who do their part in making real college spirit by subscribing by work and worth to the things a college ought to stand for—the making of men and women who stand for high ideals, and who can think things worth while and do things worth while.



### 3. REGULATIONS AND SUGGESTIONS.

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#### REGULATIONS.

1. Every student is expected to carry at least *three* regular studies, that is to say, every student is expected to have not fewer than 15 recitations per week.
2. All recitations are *one hour* in length.
3. No student is permitted to carry more than *five* full studies unless one or more of them be review work only.
4. Four full studies, 20 recitations per week, is regarded regular work, though with many students this is too much.
5. The faculty reserves the right to say how much work each student *may* carry or *must* carry.
6. Students who come here for the purpose of carrying music only, art only, oratory only, or any two or more of these subjects, unless they live in town, will be required to give at least four full hours per day besides their recitation hours, to their practice work in these subjects.
7. All students, in whatever department they may be engaged, are required to attend chapel exercises, which are conducted once per week, Wednesday, from 10:30 to 11:00.
8. No student is permitted to board anywhere or room anywhere except in places approved by the boarding committee; and should anyone be found in a place not approved by the committee, he or she will be notified at once to move, on penalty of being dropped from school.
9. When a student changes his place of rooming he should notify the secretary in the president's office at once, also his class officers, that they may correct the records and be able to locate him in case a long distance phone call or telegram of importance come to the office for him.
10. Students are expected to report to the president's office for enrollment within *twenty-four* hours after their arrival in the city, sooner if convenient.
11. Under no circumstances should a student withdraw from school without notifying the president by word or by note before he leaves the city.

#### SUGGESTIONS.

1. Come the *full year* if possible.
2. Get acquainted with the best students.



3. Join one of the literary organizations within the first month after entering.

4. Take part, and take part earnestly and enthusiastically, in all the students' exercises approved by the faculty. We like and the students like enthusiastic boys and girls.

5. Good study means a good appetite, a good appetite means a clear head and a warm heart. In order to have the appetite one *must* exercise at least "one hour" each afternoon and exercise vigorously.

6. Take *plenty* of exercise and take it between 2 and 7:30 p. m. sometime; not earlier, not later.

7. Take part in athletics. It pays the school to have hearty, vigorous students, and it pays the students.

8. Take a full course if you can. It means much to *complete* things.

9. Enter on the opening day and remain till the term has closed if possible.

10. Less than *four solid hours'* study per day means poor work *four* should be a minimum, *six* a maximum. This does not include recitation hours.

11. Never go off and leave your books lying in the study hall or anywhere else about the building. They are not too heavy to carry with you, or should not be. We cannot be responsible for losses thus incurred.

12. Use the library as much as possible There is no more valuable opportunity for young persons offered here than the excellent list of periodicals and the collection of books in the library.

13. Do not hesitate to come to school because you are out of your teens or twenties or thirties even. If we had our preference we should have no one graduate under 21. It is much easier to find them good positions when mature. Every year we enroll students who are married, who realize that when an education is needed there is no limit.

14. *Make your school your home.* Treat it as your home and it will so treat you. You will be received just as you receive others, loved just as you love others. Be loyal to your school and your teachers and help make the school a part of yourself as well as yourself a part of your school. Let your motto be: "I'll do everything in my power to make the school glad I am a part of it and myself glad that it is a part of me."

15. If any one wants information not given in this catalogue write for it and answer will promptly be made.

16. Every student who handles his own money should either deposit nearly all of it in his home bank before leaving home, then pay his bills by checks, or should, on arriving here, draw a check on

his home bank for the amount needed for the term, at least for some time, deposit the check in a Huntington bank and pay his bills by check thereon or by drawing out small amounts by check as he needs cash. This not only is safer than carrying one's money about in one's pocket or having it locked in one's trunk, it is more businesslike and usually teaches economy by having a balance statement of one's capital before one's eyes every time one draws a check.

17. Appointments by county superintendents are no longer essential. Pack the grip or trunk, come, and stay till you graduate.

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## 4. STUDENT ORGANIZATIONS.

### LITERARY.

#### *THE VIRGINIA LITERARY SOCIETY.*

This society has its own hall, 36x52 feet, handsomely finished and well furnished.

#### *THE EROSOPHIAN LITERARY SOCIETY.*

This society has its own hall and has it handsomely finished, carpeted and furnished.

#### *THE EXCELSIOR DEBATING CLUB.*

This club is for young men only.

#### *THE CICERONIAN DEBATING CLUB.*

This club is also exclusively for young men.

#### *THE SENATE DEBATING CLUB.*

This club, like the others, is for young men only.

#### *THE ZETA RHO EPSILON CLUB.*

This club is for both sexes.

#### *DIE DEUTSCHE GESELLSCHAFT.*

This also is for both sexes.

#### *THE DRAMATIC CLUB.*

This club is a feature of the work in the Department of Expression and is for both sexes.

### RELIGIOUS.

#### *THE Y. M. C. A. AND THE Y. W. C. A.*

These organizations have their own hall, 36x41 feet, handsomely finished and furnished, well carpeted, and equipped with a new piano.

## 5. ATHLETICS.

Gradually the means for developing a proper athletic spirit among the students are being placed within reach of those responsible for progress in this line. Among the forward steps taken within the year 1909-'10, the following are the most effective.

1. An athletic fee of 75 cents per term, (\$3.00 per year) is now charged and is collected as a part of the term enrollment fee. This fee not only insures a very substantial income for the athletic fund, but it entitles each student to a ticket of free admission to all athletic games and contests, thus encouraging a much more extensive and enthusiastic athletic spirit, since the vast majority are now in sympathetic touch with athletic sports and games.

2. The athletic field has been substantially fenced, gated, and officered, thus providing from gate receipts from outsiders (an additional substantial income) and giving a tone of genuine athletic spirit to all forms of sports and games on the field.

3. A grand stand has been erected which not only accommodate those sensitive to rain, storm and sunshine, but provides an additional income.

4. The association has been much more solidly organized and more efficiently officered from year to year, thus assuring better business methods in all departments.

4. With perhaps one exception (we say "perhaps," for we are not fully assured on this point) the football team was the best in the history of the school, the base ball team was quite surely superior to any other, and the basket ball team was an unusually strong one. Besides, the class teams in base ball and basket ball were exceptionally strong and enthusiastic, and the inter-class games were excellent.

5. The athletic spirit advanced several points and is strong enough to give tone and enthusiasm to the work in athletics at the opening of the 1910-'11 season.

6. Coach Chambers and Manager Myers proved themselves exceptionally efficient officers, and practically all other officers were efficient and alert.

The officers for the year 1910-'11 are:

P. D. Koontz, general manager.

Wellington Yates, assistant manager, also manager of basket ball.

Benj. Hildreets, foot ball manager.

Fay Amos, base ball manager.

B. B. Chambers, coach.

Roy Marcum, graduate manager.

# NAMES

## Graduating Class, 1910.

Adkins, Nellie Grace .....	Ceredo, W. Va.
Alford, William Jackson .....	Huntington, W. Va.
Ashburn, Clarence Marcellus .....	West Union, W. Va.
Atkins, Tennie Esther .....	Huntington, W. Va.
Barbe, J. Raymond .....	Harrisville, W. Va.
Barnett, Georgia .....	Parkersburg, W. Va.
Beckett, Emile .....	Pickaway, W. Va.
Berry, Mary .....	Goldenrod, Texas.
Beuhring, Raymond Lee .....	Huntington, W. Va.
Bias, Goldie Mae .....	Huntington, W. Va.
Blackwood, Sarah Kathrine .....	Lock Seven, W. Va.
Blankenship, Lucian W. ....	Huntington, W. Va.
Bowles, Weikle Emaline .....	Milton, W. Va.
Brackman, John Andrew .....	Ronceverte, W. Va.
Bromley, Teresa Pearl .....	Dickson, W. Va.
Burke, Mabel Maury .....	Oak Hill, W. Va.
Byus, Natella Angela .....	Huntington, W. Va.
Carter, Nell Marie .....	Huntington, W. Va.
Casto, Charles Clayton .....	Spencer, W. Va.
Chapman, John Martin .....	Servia, W. Va.
Clark, Grace Henry .....	Huntington, W. Va.
Cokeley, Addie May .....	Harrisville, W. Va.
Cokeley, Annie L. ....	Harrisville, W. Va.
Cook, Winnie Laston .....	Beckley, W. Va.
Cottle, Katharine Belle .....	Huntington, W. Va.
Brooks, Margaret .....	Ravenswood, W. Va.
Crumrine, Daisie Elizabeth .....	Ravenswood, W. Va.
Cunningham, Wilhelmina Stella .....	Sistersville, W. Va.
Cundiff, Esther Mae .....	Huntington, W. Va.
Curfman, Ezra Randolph .....	Sandyville, W. Va.
Dickinson, Eugenia Frith .....	Huntington, W. Va.
Dumble, Virginia Amanda .....	Charleston, W. Va.
Earle, Thomas Benton .....	Pine Grove, W. Va.
Eaton, Anna Belle .....	Proctorville, Ohio.
Eggers, Eunice .....	Huntington, W. Va.
Everett, Hallie Call .....	Guyandotte, W. Va.

Farrar, Ardella Wright .....	Huntington, W. Va.
Fischbach, Flora Carr .....	Huntington, W. Va.
Fitch, Estella Alice .....	Huntington, W. Va.
Fleming, Daniel B. ....	Ravenswood, W. Va.
Foulk, Eric Anderson .....	Huntington, W. Va.
Fox, St. Elmo .....	Huntington, W. Va.
Francis, Stella .....	Huntington, W. Va.
Fulks, Mary Mabell .....	Proctorville, Ohio.
Hagy, Zanfry Majetta .....	Huntington, W. Va.
Halstead, Charles Bennett .....	Hunt, W. Va.
Hammock, Emma Martha .....	Ceredo, W. Va.
Hansford, Ethel .....	Vincent, Ohio.
Harvey, Sadie Louise .....	Oak Hill, W. Va.
Hobbs, Jenny Lind .....	Hinton, W. Va.
Huey, Pearle .....	Ravenswood, W. Va.
Hypes, James Lowell .....	Poe, W. Va.
Isner, George Freer .....	Harrisville, W. Va.
Johnson, Warren Wellington .....	Meadowsville, W. Va.
Jones, William Henry .....	Richwood, W. Va.
McGinnis, Herbert Paul .....	Donohue, W. Va.
McIntyre, Leslie P. ....	Alvy, W. Va.
McQueen, Archibald Andrew .....	Muddlety, W. Va.
Marcum, Emma Weis .....	Ceredo, W. Va.
Mallory, Alva Wilson .....	Huntington, W. Va.
Middleton, Guy Edmond .....	Huntington, W. Va.
Miller, Clara Faye .....	Sinks Grove, W. Va.
Miller, Sallie Rutherford.....	Huntington, W. Va.
Murphy, Juliet .....	Guyandotte, W. Va.
Myers, Charles Everett .....	Wayne, W. Va.
Myers, Emma Frances .....	Wayne, W. Va.
Northcott, Mamie Ada .....	El Centro, Cal.
Notter, Shirley May .....	Huntington, W. Va.
Patton, Gordie C. ....	Harrisville, W. Va.
Phillips, George Francis .....	Belington, W. Va.
Plymale, Betha .....	Huntington, W. Va.
Richardson, Hila Appleton .....	Grandview, W. Va.
Richardson, Will A. ....	Huntington, W. Va.
Robinson, Thomas Jackson .....	Mt. Claire, W. Va.
Sandige, Eva Frank .....	Page, W. Va.
Sayre, Watson Russell .....	Evans, W. Va.
Shackelford, Leon .....	Huntington, W. Va.
Shafer, Bertha Anyce .....	Huntington, W. Va.
Shultz, John Rollin .....	Huntington, W. Va.
Starkey, Lawrence Vincent .....	Ravenswood, W. Va.



Steele, Byron William .....	Weston, W. Va.
Strother, Hazelmary Roletta .....	Findlay, Ohio.
Temple, Mary Lavene .....	Huntington, W. Va.
Thomas, John David .....	Miami, W. Va.
Thomas, Lucy Columbia .....	St. Albans, W. Va.
Thompson, Roma Gladys .....	Huntington, W. Va.
Turney, Robert Gordon .....	Huntington, W. Va.
Wilcoxon, Max Wellman .....	Huntington, W. Va.
Wilson, Lucy Belle .....	Ceredo, W. Va.
Wilson, Ross .....	Hartley, W. Va.
Witten, Susan .....	Witten, Ohio.

### Class of 1911.

Albert, Arthur Clinton .....	Dorr, W. Va.
Allen, Virginia .....	Ravenswood, W. Va.
Amos, H. Fay .....	Rivesville, W. Va.
Ankrom, Jessie .....	Alma, W. Va.
Bailey, Oscar .....	Ada, W. Va.
Baumgardner, Garnett .....	Milton, W. Va.
Burgess, Basil Spurlock .....	Wayne, W. Va.
Caldwell, James L., Jr. ....	Huntington, W. Va.
Carter, Helena .....	Huntington, W. Va.
Cavendish, Fred Clinton .....	Anstead, W. Va.
Chambers, Inez .....	Huntington, W. Va.
Cliness, Lula L. ....	Huntington, W. Va.
Cobb, Alta Frances .....	Mercer's Bottom, W. Va.
Cobb, Lillie .....	Mercer's Bottom, W. Va.
Cook, Violet .....	Beckley, W. Va.
Corbly, Agnes .....	Huntington, W. Va.
Cox, Ernest E. ....	Huntington, W. Va.
Cundiff, William Isaac .....	Huntington, W. Va.
Cyrus, Carrie .....	Kenova, W. Va.
Dillon, L. Eria .....	Huntington, W. Va.
Dixon, Grace Elizabeth .....	Huntington, W. Va.
Dorsey, Ervin .....	Bruce, W. Va.
Evans, Thomas E. ....	Huntington, W. Va.
Farmer, James Preston .....	Bolt, W. Va.
Felton, M. Elizabeth .....	Phillipi, W. Va.
Fiddler, Raymond E. ....	Harrisville, W. Va.
Freeman, Valery .....	Huntington, W. Va.
Garrison, Josephine Carlee .....	Guyandotte, W. Va.
Gibson, Goldie .....	Huntington, W. Va.
Gibson, Lewis .....	Huntington, W. Va.

Gordon, Isabel .....	Huntington, W. Va.
Groves, Imogene .....	Huntington, W. Va.
Hansford, Lilian .....	Vincent, Ohio.
Hayslip, Leland Stanford .....	Huntington, W. Va.
Hearholzer, Margaret Lucile .....	Huntington, W. Va.
Holt, Merle .....	Kenova, W. Va.
Huey, Bessie Alma .....	Ravenswood, W. Va.
Johnson, Miranda M. ....	Malden, W. Va.
Keatley, Edith .....	Charleston, W. Va.
Kenney, Grace .....	Huntington, W. Va.
Kerr, Margurite .....	Huntington, W. Va.
Lewis, Lucile G. ....	Mason City, W. Va.
McKenzie, Caddie .....	Huntington, W. Va.
McLaughlin, G. Minor .....	Huntington, W. Va.
Marrs, Aubrey .....	Huntington, W. Va.
Millender, Florence Elizabeth .....	Huntington, W. Va.
Morrow, Ruth .....	Huntington, W. Va.
Moyers, Emmet DeWitt .....	Harrisville, W. Va.
Myers, Mabel Amanda .....	Wayne, W. Va.
Norman, John Edward .....	Kenova, W. Va.
Odell, George .....	Huntington, W. Va.
Paddock, Helen Eunice .....	Wise, Va.
Parker, Ethel .....	Milton, W. Va.
Pool, Woodyard Worth .....	Spencer, W. Va.
Pritchard, Elizabeth .....	Bramwell, W. Va.
Proctor, Emily T. ....	Huntington, W. Va.
Ritz, Alva Alma .....	Bluefield, W. Va.
Roberts, Burgie .....	Huntington, W. Va.
Scott, Inva Ione .....	Ashland, Ky.
Shingleton, Pearl .....	Friendly, W. Va.
Smith, Lucy .....	Kenova, W. Va.
Steele, Eva Belle .....	Pickaway, W. Va.
Turley, Basil .....	Ona, W. Va.
Wakefield, Gladys .....	Huntington, W. Va.
Walker, Silas .....	Triplett, W. Va.
Watson, Etta .....	Ben's Run, W. Va.
Watters, Charles E. ....	Huntington, W. Va.
Weltner, Fred Paul .....	Brandonville, W. Va.
Wiley, Roscoe .....	Huntington, W. Va.
Wilson, Isabella .....	Arbuckle, W. Va.

Abbott, John .....	Cotton Hill, W. Va.
Adams, Constance Nelson .....	Guineys, Va.
Adams, Ruth .....	Huntington, W. Va.
Adkins, Golden .....	Martha, W. Va.
Adkins, Hester .....	Martha, W. Va.
Akers, Hester .....	White's Creek, W. Va.
Alderson, Okey McQueen .....	Summerville, W. Va.
Alford, Everett Bowman .....	St. Albans, W. Va.
Aliff, Jeter .....	Artie, W. Va.
Amick, Richard Watson .....	Ridgeford, W. Va.
Anderson, Laura Mayton .....	Farmdale, W. Va.
Anderson, Mary .....	Parkersburg, W. Va.
Anderson, Lucile .....	Huntington, W. Va.
Anderson, Mabel .....	Huntington, W. Va.
Andrews, Ralph .....	Huntington, W. Va.
Archer, Harold .....	Ravenswood, W. Va.
Arnold, John V. ....	Spencer, W. Va.
Baber, Mrs. Matie .....	Huntington, W. Va.
Backus, Lenora .....	Oak Hill, W. Va.
Bagby, Leland W. ....	Huntington, W. Va.
Bailey, Fred .....	Huntington, W. Va.
Bailey, Homer .....	Huntington, W. Va.
Bailey, Mary .....	Huntington, W. Va.
Bailey, Tracy .....	Huntington, W. Va.
Bailes, Elmer James .....	Zela, W. Va.
Banks, Franklin Ricketts .....	Huntington, W. Va.
Barbour, Delbert .....	Lavalette, W. Va.
Barker, Earl E. ....	Alta, W. Va.
Barker, Goshie .....	Angel, W. Va.
Barker, Ray D. ....	Alta, W. Va.
Barton, Goldie .....	Charleston, W. Va.
Barton, Lillian .....	Huntington, W. Va.
Bowen, G. ....	Ceredo, W. Va.
Bassitt, J. S. ....	Huntington, W. Va.
Baxter, Myrtle Eliza .....	Onoto, W. Va.
Brammer, Edwin .....	Huntington, W. Va.
Bearss, Omar E. ....	Guyandotte, W. Va.
Branch, F. T. ....	Findlay, Ohio.
Bell, Edna Johnston .....	Huntington, W. Va.
Benedict, Hubert L. ....	Hurricane, W. Va.
Benn, Waldo Myers .....	Huntington, W. Va.
Beuhring, Lucile .....	Huntington, W. Va.
Biern, Samuel .....	Huntington, W. Va.

Blanton, John Wharton .....	Huntington, W. Va.
Blanton, May Camilla .....	Huntington, W. Va.
Blanton, Mamie Belle .....	Huntington, W. Va.
Bloss, Jennie Alice .....	Huntington, W. Va.
Berry, Anna ... ..	St. Albans, W. Va.
Breece, Fred .....	Kenova, W. Va.
Bobbitt, John Verner .....	Lansing, W. Va.
Boggess, W. H. ....	Kenna, W. Va.
Boon, Charles Wesley .....	Lindside, W. Va.
Booth, Charles Edward .....	Byrnside, W. Va.
Bowling, Charles .....	Huntington, W. Va.
Brackman, Howard .....	Huntington, W. Va.
Brammer, Esther .....	Proctorville, Ohio.
Brewster, Nellie .....	Lewisburg, W. Va.
Brinker, Fred .....	Huntington, W. Va.
Brewster, Cosby .....	Lewisburg, W. Va.
Brinker, George Stanley .....	Letart, W. Va.
Brode, Lyndon Irwin .....	Huntington, W. Va.
Bromley, Helen Beatrice .....	Huntington, W. Va.
Brookfield, Pearl Virginia .....	Smithfield, W. Va.
Brown, Charles .....	Parkersburg, W. Va.
Broyles, Fred .....	Oak Hill, W. Va.
Buck, Nadine .....	Huntington, W. Va.
Bunch, Margaret .....	Guyandotte, W. Va.
Burdette, Edna W. ....	Huntington, W. Va.
Burgess, Grace Gray .....	Princeton, W. Va.
Burkheimer, Harry .....	Huntington, W. Va.
Burns, Anthony .....	Clintonville, W. Va.
Burns, Mamie .....	Wheeling, W. Va.
Burns, Julia Ann .....	Huntington, W. Va.
Burrows, C. E. ....	Bluefield, W. Va.
Butler, Kentworth H. ....	Glenwood, W. Va.
Butler, Lelia .....	Huntington, W. Va.
Cabell, Fernie .....	Danville, W. Va.
Caldwell, Smith .....	Huntington, W. Va.
Calkins, Katrine .....	Huntington, W. Va.
Calkins, Gladys Lucille .....	Huntington, W. Va.
Callard, Carl Ellis .....	Huntington, W. Va.
Callard, Colin Cecil .....	Huntington, W. Va.
Callaway, Hila Edith .....	Marshes, W. Va.
Callaway, Lucile Isabelle .....	Huntington, W. Va.
Caldwell, Myrtle .....	Huntington, W. Va.
Cammack, Howard .....	Huntington, W. Va.



Canady, Izola .....	Lester, W. Va.
Carter, Thelma .....	Huntington, W. Va.
Canterbury, Francis .....	Malden, W. Va.
Cavendish, Virginia .....	Huntington, W. Va.
Carver, Hazel M. ....	Dameron, W. Va.
Chambers, Bernard .....	Huntington, W. Va.
Chambers, Inez .....	Clothier, W. Va.
Chambers, Grover .....	Kimball, W. Va.
Cherry Mary Christine .....	Guyandotte, W. Va.
Chambers, L. S. ....	West Union, W. Va.
Childers, Hattie .....	Huntington, W. Va.
Childers, Ross .....	Huntington, W. Va.
Clarke, Dana Russell .....	Graham Station, Va.
Clark, Isabel Laird .....	Harvy, W. Va.
Creel, Dana .....	Parkersburg, W. Va.
Clark, Lenore Helen .....	Huntington, W. Va.
Clark, Mildred .....	Huntington, W. Va.
Clark, Nellie .....	Huntington, W. Va.
Cleavenger, K. Virginia.....	Flemington, W. Va.
Cobb, Alma Ruth .....	Mercer's Bottom, W. Va.
Coffman, Maybel Lena .....	Fort Spring, W. Va.
Cokeley, Harlin Rex .....	Harrisville, W. Va.
Collins, Ernestine A. ....	Pennsboro, W. Va.
Cole, G. C. ....	Fayetteville, W. Va.
Collins, Eva .....	Thacker, W. Va.
Collins, Hattie M. ....	Pennsboro, W. Va.
Collins, Jane .....	Thacker, W. Va.
Cole, William .....	Huntington, W. Va.
Cook, Alvin James .....	Beckley, W. Va.
Cook, Elbert Calhoun .....	Huntington, W. Va.
Crowe, Pauline .....	Ripley, W. Va.
Cooke, Merla .....	Huntington, W. Va.
Cooper, Lela Elanora .....	Price, W. Va.
Cooper, Robert .....	Littleburg, W. Va.
Corbitt, Parker James .....	Waverly, W. Va.
Corbly, Inez Orpha .....	Huntington, W. Va.
Cornwell, Floyd M. ....	Thornton, W. Va.
Corwine, Marie Decca .....	Huntington, W. Va.
Cox, M. C. ....	Parkersburg, W. Va.
Cox, Lloyd Edgar .....	Gay, W. Va.
Cowell, Frances L. ....	Oceana, W. Va.
Crotty, Eva Lane .....	Dawson, W. Va.
Crumline, Rhoda .....	Huntington, W. Va.
Cummings, Evelyne G. ....	Guyandotte, W. Va.

Cunningham, Glenn .....	Walton, W. Va.
Curnutt, Delbert Edgar .....	Huntington, W. Va.
Curnutt, Hazel .....	Huntington, W. Va.
Cyrus, John .....	Kenova, W. Va.
Colley, Harold T. ....	Huntington, W. Va.
Daniel, Annabel .....	Huntington, W. Va.
Dassonville, Verna .....	Springcreek, W. Va.
Davis, J. D. ....	Wheeling, W. Va.
Davis, Ada Marie .....	Huntington, W. Va.
Davis, Vergie E. ....	Huntington, W. Va.
Davis, Denver C. ....	Poca, W. Va.
Davidson, Clarence Morris .....	Chesapeake, Ohio.
Dick, Eugene .....	Jumping Branch, W. Va.
Dickerson, Frances .....	Hico, W. Va.
Davis, I. ....	Huntington, W. Va.
Davis, Burroughs .....	Shepherdstown, W. Va.
Dickey, Margie .....	Chesapeake, Ohio.
Diehl, Irvin Robert .....	Huntington, W. Va.
Dixon, Ruhama .....	Huntington, W. Va.
Dodd, Luther G. ....	Jumping Branch, W. Va.
Doolittle, Jean .....	Huntington, W. Va.
Doolittle, Lamberton M. ....	Huntington, W. Va.
Dorsey, Jesse Hughes .....	Huntington, W. Va.
Dunkle, Paul L. ....	Guyandotte, W. Va.
Dunkle, Teddy E. ....	Lavalette, W. Va.
Dunn, William Spurgeon .....	Sophia, W. Va.
Dusenberry, Virginia .....	Guyandotte, W. Va.
Eaton, Clara .....	Proctorville, O.
Echols, Eva E. ....	Danville, W. Va.
Echols, Hattie Clara .....	Danville, W. Va.
Edler, Pearl .....	Fayetteville, W. Va.
Elliott, Charles E. ....	Hartley, W. Va.
Edler, Earl .....	Fayetteville, W. Va.
Emmons, Marion .....	Huntington, W. Va.
Ellison, Blanche .....	Beckley, W. Va.
England, Robert Bee .....	Hunters Spring, W. Va.
Epling, Willie Clyde .....	Camp Creek, W. Va.
Edmundson, Hazel .....	Longville, W. Va.
Errett, Willa Ethel .....	Mercer's Bottom, W. Va.
Evans, Earl .....	Cottageville, W. Va.
Evans, Nellie .....	Kayford, W. Va.
Fagan, James Louis .....	Huntington, W. Va.
Ensign, E. ....	Huntington, W. Va.
Fagan, John Edward .....	Huntington, W. Va.

Farmer, John Dunn .....	Bolt, W. Va.
Farrell, Doris .....	Huntington, W. Va.
Farry, Monica Louise .....	East Bank, W. Va.
Ferguson, Arthur S. ....	Huntington, W. Va.
Ferguson, Charles Wesley .....	Wayne, W. Va.
Ferguson, Howard T. ....	Huntington, W. Va.
Ferguson, James Everett .....	Flanagan, W. Va.
Ferguson, Kathleen .....	Huntington, W. Va.
Ferguson, Lillian .....	Huntington, W. Va.
Ferguson, Orfa .....	Dickson, W. Va.
Ferris, Garnette Pearl .....	Huntington, W. Va.
Fetterolf, Myrtle Marie .....	Huntington, W. Va.
Fink, Ray Alvy .....	Odd, W. Va.
Fink, E. J. ....	Odd, W. Va.
Frye, Ella Napier .....	Huntington, W. Va.
Fitch, Mary .....	Huntington, W. Va.
Fitch, Anita .....	Huntington, W. Va.
Fleshman, Fred .....	Walton, W. Va.
Fox, Hilda .....	Huntington, W. Va.
Fortney, Lillian Belle .....	Dola, W. Va.
Frampton, Charles Edwin .....	Huntington, W. Va.
Frampton, Peyton .....	Huntington, W. Va.
Frye, Maud Evelyn .....	Huntington, W. Va.
Fulks, Garnette Eva .....	Huntington, W. Va.
Fleshman, Clawine .....	Huntington, W. Va.
Faber, Linnie E. ....	Kenna, W. Va.
Gallaher, Avis .....	Huntington, W. Va.
Gautier, Kathleen .....	Huntington, W. Va.
Gallaher, Ethel .....	Huntington, W. Va.
Galliher, Virgie .....	Chesapeake, Ohio.
Gardner, Elizabeth Pearl .....	Proctorville, Ohio.
Gardner, Edith Estelle .....	Proctorville, Ohio.
Garland, James .....	Huntington, W. Va.
Garman, Fred Barton .....	Sistersville, W. Va.
Garred, Nellie Zeida .....	Huntington, W. Va.
Garrett, Joseph Smith .....	Wayne, W. Va.
Gearhart, Josephine .....	Ceredo, W. Va.
Gebhart, Arthur H. ....	Union Ridge, W. Va.
Gelger, Frances .....	Huntington, W. Va.
Geiger, John Walker .....	Huntington, W. Va.
Gent, Mildred .....	Glen Alum, W. Va.
Gibson, Susan .....	Milroy, W. Va.
Gillespie, J. O. ....	Burnsville, W. Va.
Gillespie, John Patrick .....	Meadow Bluff, W. Va.

Glass, Anna Mabel .....	Sissonville, W. Va.
Glass, George Edward .....	Sissonville, W. Va.
Good, Thomas Edison .....	St. Albans, W. Va.
Good, Vida Fern .....	War Eagle, W. Va.
Good, Ethel .....	War Eagle, W. Va.
Gosnay, Mary E. ....	Carbon, W. Va.
Gotshall, James .....	Huntington, W. Va.
Green, Husie A. ....	Hernshaw, W. Va.
Green, Jessie C. ....	Hernshaw, W. Va.
Grose, Georgia .....	Fayetteville, W. Va.
Grose, Ethel .....	Fayetteville, W. Va.
Gustley, Lavinia .....	Welcome, W. Va.
Guthrie, Augusta Blanche .....	Proctorville, Ohio.
Gwinn, Lulu Ann .....	Charleston, W. Va.
Grice, Mildred .....	Huntington, W. Va.
Grice, Virginia .....	Huntington, W. Va.
Hayslip, Edwin .....	Huntington, W. Va.
Hafer, Percy .....	Huntington, W. Va.
Hagan, Charles Henry .....	Huntington, W. Va.
Hagen, Julian Lamar .....	Huntington, W. Va.
Halstead, Lettie Lena .....	Huntington, W. Va.
Halstead, Lillian Daisy .....	Hunter Springs, W. Va.
Halstead, Velper Herbert .....	Mt. Lookout, W. Va.
Hamilton, Laura May .....	Bramwell, W. Va.
Hannah, Mary F. ....	Yelk, W. Va.
Hannaman, Carrie R. ....	Elizabeth, W. Va.
Hannan, Mary .....	Huntington, W. Va.
Hatcher, Otis .....	Huntington, W. Va.
Harper, Thomas Jefferson .....	Harper, W. Va.
Harper, Clyde Alexander .....	Higby, W. Va.
Harris, Fred .....	Graux, W. Va.
Hannah, Page M. ....	Oak Hill, W. Va.
Harrold, Hazel .....	Huntington, W. Va.
Henry, Anne Elizaebth .....	Grassy Meadows, W. Va.
Herrick, Albert W. ....	Proctor, W. Va.
Harvey, Egbert Sears .....	Fayetteville, W. Va.
Hersey, Rex Brammel .....	Guyandotte, W. Va.
Herzbrun, Edward Adolph .....	Welch, W. Va.
Heller, Carl W. ....	Barboursville, W. Va.
Hewitt, Lina Mae .....	Huntington, W. Va.
Heron, James .....	Huntington, W. Va.
Higgins, Hugh Pratt .....	Sandyville, W. Va.
Hildreth, Benjamin Harrison .....	Triplett, W. Va.
Hill, Lottie .....	Victor, W. Va.

# CHANGES

## FOR THE SCHOOL YEAR 1910-11

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### 1. IN THE FACULTY.

Miss Anna Cummings returns to her former position as "Head of the Department of Education" after an absence of two years, one of which was spent in graduate study in Paris, the other in rest. Her wide acquaintance among educators throughout the country, her rich experience in the different lines of educational work, and her excellent scholarship and rare executive ability promise much for this very important department of our work at Marshall.

The "Department of Biology and Geology" will have a new head who will be selected some time in July from a list of unusually strong applicants now before the committee, perhaps about the last of July.

There will be one very important change in the "Department of Music" owing to the marriage of one of the best instructors. President Corbly is in the East at this writing, July 17, where he will meet all applications for positions personally. Only those who have spent some time studying abroad will be considered for this position, as the Department of Music has become quite a factor in the development of the school.

Miss Katharine Staats has been appointed as teacher in the Model School.

Mr. Franklin gets a leave of absence for *one year* to study at Harvard. Mr. B. B. Chambers substitutes for him for the year.

### 2. IN THE COURSES OF STUDY.

As the "Science Course" was so nearly the same as the Modern Language Course, that (the Science) course has been omitted from the list, and the subjects in the Science Course which were not found in the other courses have been included in these courses, hence no loss to any student of any subject in any of the courses; more: Any student who has begun his work with a view to taking the Science Course will be permitted to



complete it as he intended, if he had already reached the Junior year of that course. Any student wishing the subjects formerly laid down in the Science Course will find them in the other courses where he can take them as "electives" or "alternates" or "substitutes."

A *year* of Graduate work has been added to the Normal Course. This does not in any way change the time required (four years) for graduation from the Normal Course; it simply gives those who have completed the *regular four year Normal Course*, and have gotten their diplomas and "*first grade certificates*" accordingly, a chance to return to Marshall at any time thereafter and take an additional year's work, work of a more advanced nature, work peculiarly suited those who want to grow in their profession. This *Graduate Year* is also intended for those students who have done academic work in other schools equivalent to a thorough *four-year* high school course, and for still more advanced ones who wish to take professional work with a view to teaching. Such persons would receive our Normal Diploma with its "first grade certificate" value, and would, as Marshall College is developed into a degree giving institution, (as we sincerely hope it will as rapidly as the demand permit,) receive credit for an extra year on their degree.

Those interested in our Normal Work will, therefore, please remember that the regular Normal Course remains, just as it was, a *four-year* course upon the completion of which course, just as heretofore, the Normal Diploma will be awarded and will carry with it, as heretofore, the "first grade certificate" value.

The Graduate Year affects in no way whatever, the *four-year* Normal Course; it is simply an additional year for those who want more advanced work, see page 21 of this catalog, while the regular Normal Course will be found on page 20. Let there be no misunderstanding about either of these—the *four-year* Normal Course or the Graduate Year. One is a regular course of study, the other is simply an advanced year for the benefit of any who wish more advanced work than is offered in the Normal Course.

There are a few changes in the regular *four-year* course, but they do not affect students in either the amount of work required or the time required to complete the course.

To complete any of the courses one must do 48 units of

work either here or elsewhere besides his seminary work, and that his Junior or Senior year must be spent in study here, as explained in the catalogue a "unit" means 3 months (a term's) work, recitations 5 times per week and *one hour* in length. Each of the four years of any course contains 12 units," four per term.

Those wanting credit for work done elsewhere should write the president direct and state the following facts clearly and fully on a separate sheet:

1. A list of the subjects studied elsewhere.
2. The exact name of the text-book used.
3. When the work was done.
4. Where (in what school) it was done.
5. How many pages in the text-book used.
6. How many pages of the book were completed.
7. If a language, just how much composition work was done.
8. If a science just how much laboratory work was done.
9. Exactly how many weeks were spent on a subject.
10. The length of a recitation period.
11. Under whom the work was done.
12. This report should be certified to by the proper authorities where the work was done.

It always helps if an applicant for credits will furnish a catalogue, or the course of study, of the school where the work was done.

The President is always glad to go over these details in person with the applicant, if he prefer to do this, instead of filling out the details above noted.

Our graduate list now numbers 782, 91 of whom graduated in the June 1910 class. We welcome heartily all worthy young people who come here to work, for the school is a work-shop, not a play-house. We believe in fun, in sport, in play, and urge these as a vital part of school life; but "education" that is worth the name means "work." We shall be glad to correspond with those who can play football, base ball, basket-ball, and so on, and who wish to learn to play one or all these. If you can work well and play well too, you are the most valuable student we can find; we are looking for you. It is of such that the world really makes its most successful men and women.



Hill, Mary Lee .....	Huntington, W. Va.
Hill, Olive Fay .....	Victor, W. Va.
Hogsette, Randall M. ....	Hogsette, W. Va.
Hasher, M. A. ....	Victor, W. Va.
Hogshead, Ralph .....	Second Creek, W. Va.
Holloway, Clyde G. ....	Buckhannon, W. Va.
Harrison, Otis P. ....	Huntington, W. Va.
Honaker, Mamie .....	Scarboro, W. Va.
Harrison, Mary .....	Huntington, W. Va.
Hopkins, Carl .....	Tariff, W. Va.
Harrison, Lucian .....	Huntington, W. Va.
Hopkins, Nina Maria .....	Huntington, W. Va.
Holton, May .....	Huntington, W. Va.
Huddleston, Willie .....	Oak Hill, W. Va.
Harvey, Chambers .....	Gay, W. Va.
Humphreys, Mabel .....	Huntington, W. Va.
Hinchman, Don .....	Huntington, W. Va.
Humphreys, Nannie Rush .....	Stonecliff, W. Va.
Hunter, Grover .....	Lavalette, W. Va.
Hypes, George William .....	Poe, W. Va.
Hypes, John Quincy .....	Poe, W. Va.
Irwin, Anna Louise .....	Milton, W. Va.
Ingram, Carl .....	Huntington, W. Va.
Ingram, Marguerite .....	Huntington, W. Va.
Jarrell, Robert .....	Dry Creek, W. Va.
Johnson, Burrus .....	Huntington, W. Va.
Johnston, Edmond .....	Lewisburg, W. Va.
Jones, Marie .....	Huntington, W. Va.
Kearn, Alice Janet .....	Huntington, W. Va.
Keenan, E. Burke .....	Sparks, W. Va.
Kendle, Clayton W. ....	Huntington, W. Va.
Kennedy, Myrtle .....	Caperton, W. Va.
Kenney, Edwin .....	Clifty, W. Va.
Kent, Geneva .....	Huntington, W. Va.
Keyser, Nellie .....	Bowen, W. Va.
Kincaid, Marjorie Nelson .....	Huntington, W. Va.
Keathley, James .....	Huntington, W. Va.
Kirkland, Theodosia .....	Huntington, W. Va.
Kiser, Earl D. ....	Guyandotte, W. Va.
Kidd, Eula V. ....	Guyandotte, W. Va.
Koontz, Patrick Duffy .....	Kessler's Cross Lanes, W. Va.
Kouns, Lewis Emmett .....	North Kenova, Ohio.
Kraus, Lawrence G. ....	Alum Bridge, W. Va.

Lallance, Wirt .....	Huntington, W. Va.
Lambert, Henry Samuel .....	Wayne, W. Va.
Laing, Mary .....	Beckley, W. Va.
Lambert, Herma Louise .....	Wayne, W. Va.
Lambert, Oscar P. ....	Pennsboro, W. Va.
Lane, Benjamin H. ....	Fannie, W. Va.
Lattimer, Jessie L. ....	Liverpool, W. Va.
Lear, Irma .....	Huntington, W. Va.
<b>Leach, Belle</b> .....	<b>Ronceverte, W. Va.</b>
Lee, Margaret Virginia .....	West Milford, W. Va.
Lefkowitz, Allen Melvin .....	Huntington, W. Va.
Legg, Bertha .....	Clifty, W. Va.
Leonhart, James C. ....	Guyandotte, W. Va.
Le Sage, Ruth .....	Cox's Landing, W. Va.
Lester, Norma .....	Huntington, W. Va.
Le Sage, Lucile .....	Cox's Landing, W. Va.
Lilly, Tracy Cyrus .....	Bluefield, W. Va.
Lockridge, Mary Ethel .....	Huntersville, W. Va.
Long, Gussie Faye .....	Talcott, W. Va.
Love, Brennie Hull .....	Huntington, W. Va.
Love, Anna .....	Ona, W. Va.
Love, Paul .....	Huntington, W. Va.
Lunsford, Oakley Helen .....	Huntington, W. Va.
Lusher, Mayme .....	Mercerville, Ohio.
Lyon, George Marshall .....	Huntington, W. Va.
Lyon, Louise .....	Huntington, W. Va.
Louden, Ruth .....	Proctor, W. Va.
Lawson, Minter .....	Mt. Clare, W. Va.
Linnville, Frank .....	Griffithsville, W. Va.
Midkiff, Minnie .....	Griffithsville, W. Va.
Midkiff, Almeda .....	Griffithsville, W. Va.
Midkiff, Mamie .....	Griffithsville, W. Va.
McCann, Erma Thelma .....	Hurricane, W. Va.
McClure, Lillias M. ....	Huntington, W. Va.
McCollum, Guy D. ....	Cairo, W. Va.
McColm, Nell Kirker .....	Huntington, W. Va.
McCormick, Gladys .....	Huntington, W. Va.
McFadden, W. Perry .....	Beaumont, Texas.
McCutcheon, Clarence W. ....	Huntington, W. Va.
McCormick, George .....	Huntington, W. Va.
Mace, Guelma Marie .....	Huntington, W. Va.
Meek, Ethel .....	Huntington, W. Va.
McGinnis, John W. ....	Ellenboro, W. Va.
McGuire, Ethel .....	Riley, W. Va.



McGuire, Jean Elizabeth .....	Riley, W. Va.
McIntyre, Mabel .....	Alvy, W. Va.
McKenzie, Laura V. ....	Huntington, W. Va.
McKnight, William E. ....	Huntington, W. Va.
McDonny, Lonny .....	Huntington, W. Va.
McLaughlin, J. Roy .....	Woodbine, W. Va.
McNeill, Ennis Richmond .....	Ashton, W. Va.
McNeer, Bessie .....	Huntington, W. Va.
McQueen, Ida .....	Muddlety, W. Va.
Marshall, Alice Teresa .....	Beaver Falls, Penn.
Mankin, Affa May .....	Oak Hill, W. Va.
Martin, Amy .....	Belva, W. Va.
Martin, Russell .....	Proctor, W. Va.
Martin, Edda .....	Winfield, W. Va.
Martin, Marie .....	Huntington, W. Va.
Matney, Thomas Graham .....	Lilydale, W. Va.
Meadows, Anna Belle .....	Hinton, W. Va.
Millender, Lucy Fowble .....	Huntington, W. Va.
Week, Cora A. ....	Huntington, W. Va.
Miller, Clyde H. ....	Union, W. Va.
Moore, Winnie .....	Salem, W. Va.
Moore, Lillias Helen .....	War Eagle, W. Va.
Miller, Craig .....	Huntington, W. Va.
Miller, Daisy .....	Huntington, W. Va.
Moore, Winifred .....	Wyatt, W. Va.
Morrison, Alice Leona .....	Huntington, W. Va.
Morris, Ossie Inez .....	Huntington, W. Va.
Morrison, Frankie .....	Chesapeake, Ohio.
Midkiff, Rupert .....	Huntington, W. Va.
Morrison, Rosa .....	Chesapeake, Ohio.
Morrow, George Luther .....	Huntington, W. Va.
Mullins, Myrtle .....	Montgomery, W. Va.
Milan, M. Carter .....	St. Albans, W. Va.
Morton, Harry Wilbur .....	Fay, W. Va.
Myers, Doris .....	Huntington, W. Va.
Nance, Paul Edward .....	Huntington, W. Va.
Neel, Hazel Willie .....	Gap Mills, W. Va.
Neel, Esta Bruce .....	Clay, W. Va.
Neel, Nellie Rose .....	Gap Mills, W. Va.
Newman, Ford Summer .....	Huntington, W. Va.
Newman, Harry C. ....	Hamlin, W. Va.
Norman, James Walter .....	Kenova, W. Va.
Nohe, Clyde C. ....	Proctor, W. Va.
Northcott, Amizetta .....	Huntington, W. Va.

Northcott, Andrew .....	Huntington, W. Va.
Ollom, James Frederick .....	Montgomery, W. Va.
Orndoff, Lillian .....	Huntington, W. Va.
Osborne, A. Lelia .....	Prudence, W. Va.
Owens, Jessie Christine .....	Guyandotte, W. Va.
Painter, Ocie Katharine.....	Roseville, W. Va.
Park, Ernest L. ....	Huntington, W. Va.
Paugh, Delora .....	Huntington, W. Va.
Parsons, Willis S. ....	Alderson, W. Va.
Paugh, Eva Blanche .....	Huntington, W. Va.
Percival, Dorothy .....	Kenova, W. Va.
Peters, Virginia S. ....	Barn, W. Va.
Peters, Gordon B. ....	Huntington, W. Va.
Pitsenbarger, George Lewis .....	Peel, W. Va.
Plunkett, John F. ....	Alum Bridge, W. Va.
Porter, Edith .....	Kayford, W. Va.
Powell, Erma Rita .....	Huntington, W. Va.
Price, C. G. ....	Robinson's Mills, W. Va.
Paul, M. ....	Prudence, W. Va.
Price, John F. ....	Carney, W. Va.
Price, Herschel .....	Ethel, W. Va.
Price, Ruth A. ....	Huntington, W. Va.
Pringle, Eva .....	Cottageville, W. Va.
Pringle, Vera May .....	Cottageville, W. Va.
Proffitt, Russell Page .....	Huntington, W. Va.
Perry, Fred L. ....	Huntington, W. Va.
Queen, Samuel .....	Queen's Ridge, W. Va.
Queen, Fletcher .....	Queen's Ridge, W. Va.
Queen, Jay .....	Queen's Ridge, W. Va.
Queen, Checker .....	Queen's Ridge, W. Va.
Ramsey, James .....	Huntington, W. Va.
Ramsey, William .....	Huntington, W. Va.
Ray, Roy .....	Higby, W. Va.
Reardin, Irene .....	Guyandotte, W. Va.
Reynolds, L. Hamilton .....	Charleston, W. Va.
Reeser, Nellie Elizabeth .....	Huntington, W. Va.
Reed, Walter .....	Huntington, W. Va.
Reid, Paul Girard .....	Huntington, W. Va.
Retterer, I. Leonard .....	Smithfield, W. Va.
Richey, Mildred .....	Huntington, W. Va.
Riddle, Fannie .....	Cedar, W. Va.
Rainey, Vivian .....	Carney, W. Va.
Rightmire, Buren .....	Clarksburg, W. Va.
Riley, Mayme .....	Huntington, W. Va.

Riley, Alma .....	Ripley, W. Va.
Riley, Greek .....	Ripley, W. Va.
Rippetoe, William R. ....	Poe, W. Va.
Richey, Mildred .....	Huntington, W. Va.
Ritz, Charles Lenox .....	Thurman, W. Va.
Ritz, Rosa .....	Huntington, W. Va.
Ramsey, H. C. ....	Walton, W. Va.
Roberson, Gertrude M. ....	Huntington, W. Va.
Roberts, Hazel Lena .....	Huntington, W. Va.
Roberts, Royal Clyde .....	Morgansville, W. Va.
Robertson, Arlo D. ....	Chesapeake, Ohio.
Robertson, Lena Raymond .....	Chesapeake, Ohio.
Robinson, Chas. E. ....	Wheeling, W. Va.
Robinson, Howard Lee .....	Mt. Clare, W. Va.
Rogers, Melda .....	Charleston, W. Va.
Rolfe, Mary Virginia .....	Huntington, W. Va.
Roland, Pauline .....	Huntington, W. Va.
Rolph, Frank .....	Huntington, W. Va.
Rose, Lorena .....	Kayford, W. Va.
Rousey, Heath Carr .....	Huntington, W. Va.
Rousey, Schuyler .....	Huntington, W. Va.
Rousey, Virgil .....	Kellog, W. Va.
Roush, Willie .....	Guyandotte, W. Va.
Rowe, Camden C. ....	Walnut Grove, W. Va.
Ryan, Clarence Nolan .....	Huntington, W. Va.
Sample, Emma .....	Huntington, W. Va.
Sanborn, Audrey .....	Huntington, W. Va.
Sanborn, Fay Florence .....	Huntington, W. Va.
Sarrett, Grace .....	Oak Hill, W. Va.
Saunders, William Denver .....	Glenwood, W. Va.
Sawyers, Ella .....	Lockwood, W. Va.
Sayre, Olson O. ....	Letart, W. Va.
Schneider, Lena M. ....	Mineral Wells, W. Va.
Schlobohm, Lulu .....	Woodland, W. Va.
Scott, Charles D. ....	Harrisville, W. Va.
Sharp, Mary B. ....	Huntington, W. Va.
Shawver, Marvin R. ....	Divide, W. Va.
Sheets, H. Otis .....	Huntington, W. Va.
Sherwood, Edna B. ....	Sherwood, W. Va.
Shirkey, Ivy G. ....	Sissonville, W. Va.
Shirkey, Sadie Catherine .....	Malden, W. Va.
Sikes, Minnie .....	Huntington, W. Va.
Simmons, Earle .....	Spencer, W. Va.
Simmons, William A. ....	Harrisville, W. Va.

Simms, Emma Mary .....	Winfield, W. Va.
Simms, Grace .....	St. Albans, W. Va.
Simms, Helene T. ....	St. Albans, W. Va.
Simms, Maggie J. ....	Barger Springs, W. Va.
Smith, Addie A. ....	Lavalette, W. Va.
Smith, Arlington Canada .....	Scarbro, W. Va.
Smith, Callie R. ....	Proctorville, Ohio.
Smith, Catharine .....	Newark, W. Va.
Smith, Grover A. ....	Dothan, W. Va.
Smith, James A. ....	Fletcher, W. Va.
Smith, James C. ....	Grafton, W. Va.
Smith, May Nelle .....	Petersburg, W. Va.
Smith, J. D. ....	Clarksburg, W. Va.
Spangler, Jessie .....	Huntington, W. Va.
Spry, Harrison .....	Dunlow, W. Va.
Spurlock, Lonnie .....	Midkiff, W. Va.
Staats, Oshel .....	Skidmore, W. Va.
Stackpole, W. A. ....	Pine Grove, W. Va.
Stanard, Olive Huffman .....	Enon, W. Va.
Starkey, Winnie Grace .....	Glenwood, W. Va.
Steele, Warren .....	Walker, W. Va.
Stephenson, Halda .....	Guyandotte, W. Va.
Stern, Otis .....	Howard, W. Va.
Stevens, Aleene .....	Huntington, W. Va.
Stevenson, Clifford .....	Guyandotte, W. Va.
Stever, Lillian A. ....	Huntington, W. Va.
Stever, Lyell Clyde .....	Huntington, W. Va.
Scanlon, Charles .....	Huntington, W. Va.
Sweeney, Sadie .....	Montgomery, W. Va.
Still, Edna Marie .....	Huntington, W. Va.
Strickling, Charles William .....	Huntington, W. Va.
Sullivan, John Mitchell .....	Lavalette, W. Va.
Summers, Fleet A. ....	Walton, W. Va.
Summers, Ollie G. ....	Walton, W. Va.
Sutphin, Wesley .....	Seth, W. Va.
Shively, Robert W. ....	Huntington, W. Va.
Swan, Ella .....	Huntington, W. Va.
Swentzel, Irene Margaret .....	Huntington, W. Va.
Suiter, Florence .....	Pine Grove, W. Va.
Talley, Earle Preston .....	Huntington, W. Va.
Taylor, Bertha A. ....	Huntington, W. Va.
Taylor, Edna .....	Huntington, W. Va.
Taylor, Julian A. ....	Guyandotte, W. Va.
Thiel, Helen Margaret .....	Huntington, W. Va.

# UNIVERSITY OF ILLINOIS

Thomas, Alva R. ....	Morgansville, W. Va.
Thompson, Lucy Gladys .....	Sweetland, W. Va.
Thompson, Inez .....	Huntington, W. Va.
Tabor, Zelda .....	Chattahoochee, W. Va.
Thackston, James A. ....	Huntington, W. Va.
Thornburg, Charles I. ....	Huntington, W. Va.
Thornburg, Josephine .....	Huntington, W. Va.
Thornburg, Ruth .....	Huntington, W. Va.
Totten, Pearl .....	Caldwell, W. Va.
Totten, Maude .....	Caldwell, W. Va.
Totten, Victoria .....	Caldwell, W. Va.
Trainor, Olive M. ....	Huntington, W. Va.
Trenor, Stella G. ....	Huntington, W. Va.
Traver, Marguerite .....	Leon, W. Va.
Turner, Lois .....	Huntington, W. Va.
Van Bibber, Laura .....	Huntington, W. Va.
Vickers, James Leonard .....	Huntington, W. Va.
Vickers, James Albert .....	Banco, W. Va.
Vaughan, Eunice .....	Ashton, W. Va.
Vorderbrueggen, John C. ....	Proctor, W. Va.
Wade, Nellie .....	Huntington, W. Va.
Wagner, Joseph .....	Kimball, W. Va.
Wall, Thomas Henry .....	Huntington, W. Va.
Wallis, Walter Clendenin .....	Apple Grove, W. Va.
Walton, Lawrence .....	Huntington, W. Va.
Walton, Ben .....	Huntington, W. Va.
Ward, Raleigh P. ....	Leon, W. Va.
Watters, Virginia Myrtilla .....	Huntington, W. Va.
Warnack, Everett R. ....	Proctor, W. Va.
Weider, Effie L. ....	Huntington, W. Va.
Webb, France .....	Guyandotte, W. Va.
Weigle, Myrtle .....	Elizabeth, W. Va.
Whieldon, Lucile .....	Huntington, W. Va.
Wellman, Mayme .....	Huntington, W. Va.
Whieldon, Harold D. ....	Huntington, W. Va.
White, Annie Laurie .....	Lewisburg, W. Va.
White, May .....	Thacker, W. Va.
Whitley, Mildred .....	Huntington, W. Va.
Whitehead, Herschel .....	Huntington, W. Va.
Wiley, Lace .....	Huntington, W. Va.
Wiley, Lizzie .....	Huntington, W. Va.
Wiley, Norma .....	Hinton, W. Va.
Willis, Lloyd Russell .....	Chesapeake, Ohio.
Wilmoth, T. ....	St. Albans, W. Va.



Williams, Jesse Howard .....	Guyandotte, W. Va.
Williamson, Lida K. ....	Cheshire, Ohio.
Williamson, Mary .....	Huntington, W. Va.
Wilson, W. C. ....	Banco, W. Va.
Wilson, Beulah .....	New Richmond, W. Va.
Wilson, Susan .....	New Richmond, W. Va.
Wilson, Leila .....	Ceredo, W. Va.
Wilson, Minter .....	Cairo, W. Va.
Winter, Beulah .....	Fairplain, W. Va.
Winters, Ernest .....	Huntington, W. Va.
Winget, Walter .....	Huntington, W. Va.
Workman, Bernard .....	Huntington, W. Va.
Wood, Bessie R. ....	Romont, W. Va.
Wood, Maude .....	Romont, W. Va.
Worden, Evelyn .....	Guyandotte, W. Va.
Wright, Kathryn .....	Portsmouth, Va.
Wylie, Ruth .....	Huntington, W. Va.
Yates, Annie .....	Huntington, W. Va.
Yates, Wellington .....	Huntington, W. Va.
Yeager, Donnelly Howard .....	Point Pleasant, W. Va.
Yoho, Beryl .....	Woodland, W. Va.
Young, Emma P. ....	Palestine, W. Va.
Young, Eutha .....	Huntington, W. Va.
Young, Harry .....	Huntington, W. Va.
Young, Ray Edmond .....	Palestine, W. Va.
Zeller, Sylvia .....	Huntington, W. Va.
Zimmerman, Lester .....	Pennsboro, W. Va.

### Expression Department.

Berry, Anna M. ....	St. Albans, W. Va.
Bias, Goldie Mae .....	Huntington, W. Va.
Bondley, Lelia O. ....	Kenova, W. Va.
Cavendish, F. C. ....	Ramsey, W. Va.
Cowell, Frances .....	Huntington, W. Va.
Collier, Alma .....	Ceredo, W. Va.
Corbitt, Parker James .....	Waverly, W. Va.
Chapman, John M. ....	Servia, W. Va.
Curfman, Ezra R. ....	Sandyville, W. Va.
Dumble, Virginia .....	Charleston, W. Va.
Edmundson, Hazel .....	Longsville, W. Va.
Fitch, Anita Morton .....	Huntington, W. Va.
Glick, Mrs. S. E. ....	Huntington, W. Va.
Halstead, Charles B. ....	Hunt, W. Va.

Holt, Merle .....	Kenova, W. Va.
Kearn, Alice Janet .....	Huntington, W. Va.
Lee, Margaret V. ....	West Milford, W. Va.
Lambert, O. P. ....	Pennsboro, W. Va.
Marple, Albert E. ....	Huntington, W. Va.
Marple, Mrs. Albert E. ....	Huntington, W. Va.
McDougal, Eugene May .....	Ceredo, W. Va.
McIntyre, Leslie P. ....	Alvy, W. Va.
Meek, Cora Abbot .....	Huntington, W. Va.
Neel, Hazel .....	Gap Mills, W. Va.
Phillips, George F. ....	Belington, W. Va.
Proctor A. T. ....	Huntington, W. Va.
Price, Ruth .....	Huntington, W. Va.
Ritz, Alva Alma .....	Bluefield, W. Va.
Starkey, Lawrence .....	Ravenswood, W. Va.
Simms, Helene .....	St. Albans, W. Va.
Strother, Hazel .....	Findlay, Ohio.
Simms, Grace C. ....	St. Albans, W. Va.
Solof, Mrs. A. ....	Huntington, W. Va.
Solof, Mrs. Dora .....	Huntington, W. Va.
Totten, Amanda .....	Caldwell, W. Va.
Thomas, Lucy C. ....	St. Albans, W. Va.
Walton, Mary .....	Huntington, W. Va.
Wilson, Minter .....	Cairo, W. Va.

## MUSIC DEPARTMENT.

### Piano Division.

Adams, Mary Elizabeth	Burgess, Grace Gray
Anderson, Laura Mayton	Burns, Anthony
Anderson, Lucile	Callaway, Hila Edith
Anderson, Mabel	Canterbury, Frances R.
Andrews, Ralph Nelson	Carroll, Madie Elizabeth
Atkinson, Allie	Cavendish, Virginia
Bailey, Tracy	Cherry, Mary Christine
Barber, Beatrice J.	Clark, Isabel Laird
Bartley, Ada T.	Clark, Margaret Addie
Barton, Goldie	Coffman, Mabel Lena
Beckner, Marie L.	Colbert, Ada R.
Bell, Edna Johnston	Colbert, Josephine T.
Bell, Lillian Alice	Collier, Alma J.
Bruns, Nellie I.	Crooks, Margaret
Buck, Nadine	Crow, Paline H.

Darnell, Noma Mabel  
Dassonville, Verna V.  
DeNoon, Anna L.  
Eaton, Anna Belle  
Ellison, Blanche Violet  
Everett, Hallie Call  
Farry, Monica L.  
Ferguson, Lillian  
Ferguson, Kathleen  
Ferguson, Mabel L.  
Ford, Margaret  
Garred, Nellie L.  
Gardner, Alice Agnes  
Gent, Mildred  
Good, Ethel B.  
Good, Vida Fern  
Grice, Mildred M.  
Hamilton, May  
Hannah, Mary F.  
Hannaman, Carrie  
Henry, Elizabeth  
Hewitt, Lina  
Hours, Eleanor A.  
Huey, Bess A.  
Huntington, Beatrice M.  
Hutchinson, Helen Elsie  
Jones, Mabel Miller  
Kilgore, Margaret Jane  
Lambert, Herma Louise  
Loar, Caroline Spencer  
Lyon, Louise  
Lusher, Mame E.  
McCarthy, Griffin  
McCurdy, Lillian F.  
McGuire, Jean E.  
McIntyre, Mabel M.  
McNeill, Ennis R.  
McQueen, Ida

Marshall, Alice T.  
Martin, Amy  
Moore, Lillian Helen  
Morrow, Ruth V.  
Murray, Maxine E.  
Painter, Ocie K.  
Percival, Dorothy Kathryn  
Peters, Virginia  
Price, Ruth Ainslee  
Rader, Anna M.  
Reeser, Nellie E.  
Ritz, Alva Elma  
Scott, Blanche E.  
Sheets, Mary Shirley  
Sherwood, Edna B.  
Simms, Helene T.  
Smith, M. Nellie  
Stark, Jessie E.  
Stevens, Bessie Eleanor  
Strickling, George Lewis  
Summers, Ollie Gay  
Swanson, Virgie May  
Thornburg, Josephine  
Totten, Amanda Pearl  
Totten, Edith Maude  
Totten, Helen Victoria  
Tufts, Helen  
Van Bibber, Ann Elsie  
Van Bibber, Laura  
Wallace, Margaret Jane  
Washington, Harriet Wyatt  
Whieldon, Lucile  
Whitley, Eva Fay  
Wilson, Nannie Lee  
Worden, Evalyn Virginia  
Wyatt, Morton Sloane  
Wylie Ruth

### Voice Division.

Cere, Grothe  
Crum, Mary  
Baker, Edgar

Ferguson, Harriet P.  
Gladstone, Eliza Boone  
Lester, Norma Eugenia

McColm, Nelle  
Proctor, Emily Thelker  
Reitz, Charles J.

Roe, Mrs. I. C.  
Sandige, Eva F.

### Piano and Voice.

Corbly, Inez O.

Schneider, Lena M.

### Model School.

Ashworth, Lilly  
Brown, John  
Brown, Walter  
Bishop, Marjorie  
Biggs, George  
Bronson, Anna Marie  
Bronson, Charles  
Baber Elwin  
Burns, Orin  
Bull, Georgia  
Carter, Carol  
Carter, Dayton  
Carter, Elizabeth  
Callard, Alfred  
Cavendish, Marguerite  
Cavendish, Henry  
Clark, Lewis  
Clark, Wyndham  
Connell, Carl  
Crouch, Lucile  
Corbly, Lawrence  
Dristane, Kenneth  
Drake, Alleyne  
Daniel, Onida  
Donovan, Ruth  
Edwards, Helen  
Emmons, Howard  
Emmons, Carleton  
Emmons, Arthur  
Enslow, Dorothy  
Evans, Jr., William  
Figley, Murrel  
Ferguson, Carr  
Ferguson, Clarence

Fitch, Mary  
Grass, Boyd  
Glick, George  
Gale, David Alvin  
Guthrie, Elizabeth  
Gentry, Ada  
Gregory, Jean  
Germere, Charles  
Goff, Rouble  
Hicks, Xilphia  
Hall, Park  
Hagen, Mary  
Harrison, Lucien  
Handlin, Lois  
Hite, Mary  
Homerick, Celeste  
Kendle, Florence  
Locke, William  
Langfitt, Dorothy  
Myers, Carolyn  
Myers, Edwin  
McCue, Virginia Losin  
Miller, Evelyn  
McCutcheon, Bernard  
Maxwell, Jervel  
Moore, Halleck  
May, Helen  
May, Beulah  
MacDonald, Donald  
Mathews, Robert  
Mills, William  
McFadden, Caldwell  
McClure, Eula  
Offutt, Ed

Offutt, Frank  
Polley, Leon  
Pollock, Anyce  
Price, Irene  
Ritter, William  
Ritter, Loyd  
Robertson, Elbert  
Reid, Ruth  
Reid, Clarence  
Reid, Marguerite  
Rifle, Clifford  
Rifle, Lucile  
Roberts, Garland  
Roberts, Thelma  
Roberts, Russell  
Reed, Virginia  
Seal, Frank  
Saunders, William  
Shinn, Walter

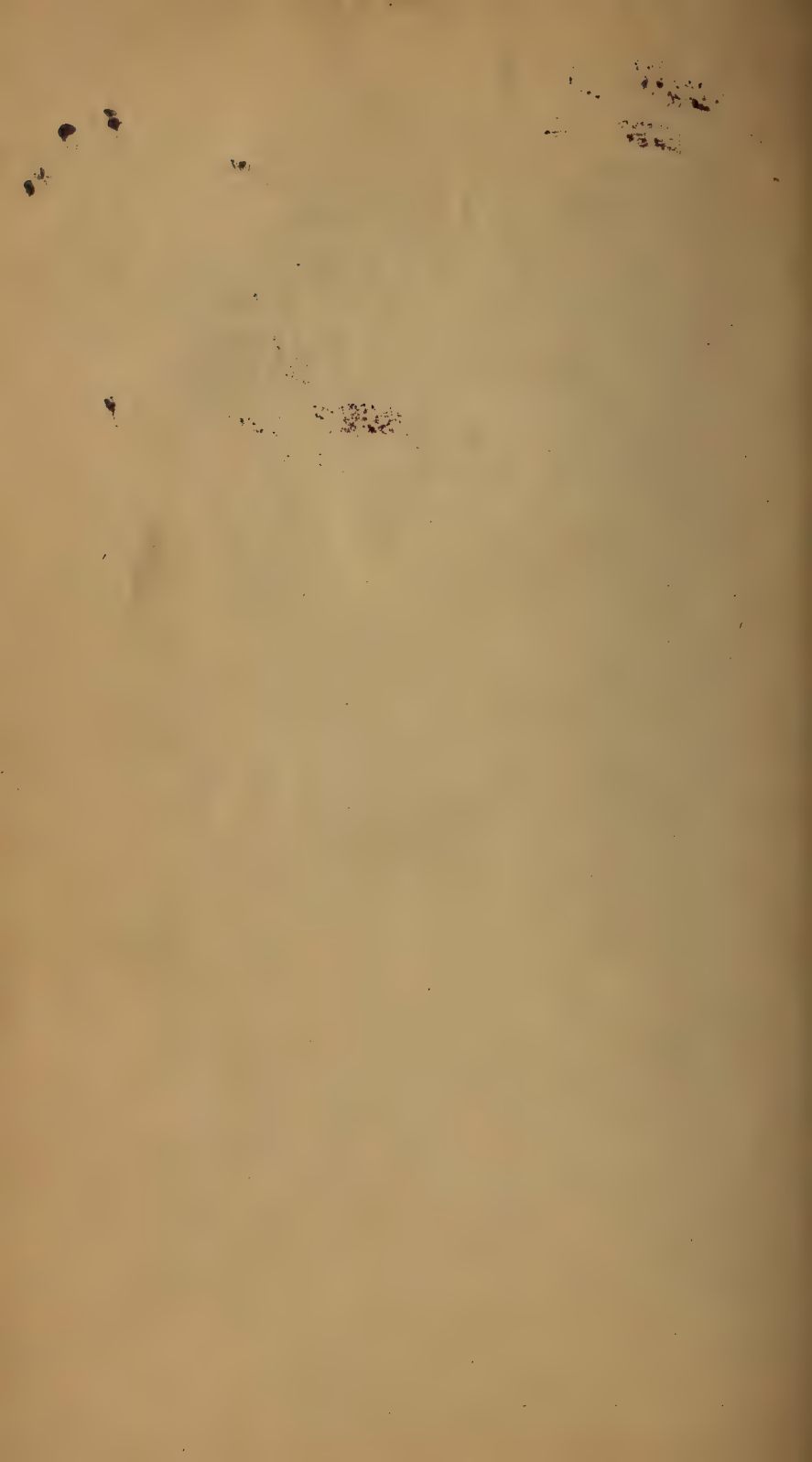
Stanton, Jr., Dan  
Stowers, Thomas  
Solof, Ted  
Vinson, Taylor  
Vickers, Lola  
Van Bibber, Rachel  
Verlander, Nancy  
Walburn, Helen  
Winters, Andrew  
Weider, Carl  
Williamson, Vickers  
Watts, Vickers  
Watts, Margaret  
Wallace, Margaret  
Wood, John Eddy  
Yates, Calvin  
Yates, Walter  
Zellar, Margaret



UNIVERSITY OF ILLINOIS

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PRESIDENT'S OFFICE.



L.A.

11

First Semester 1837-1838

# Marshall College



THE LIBRARY  
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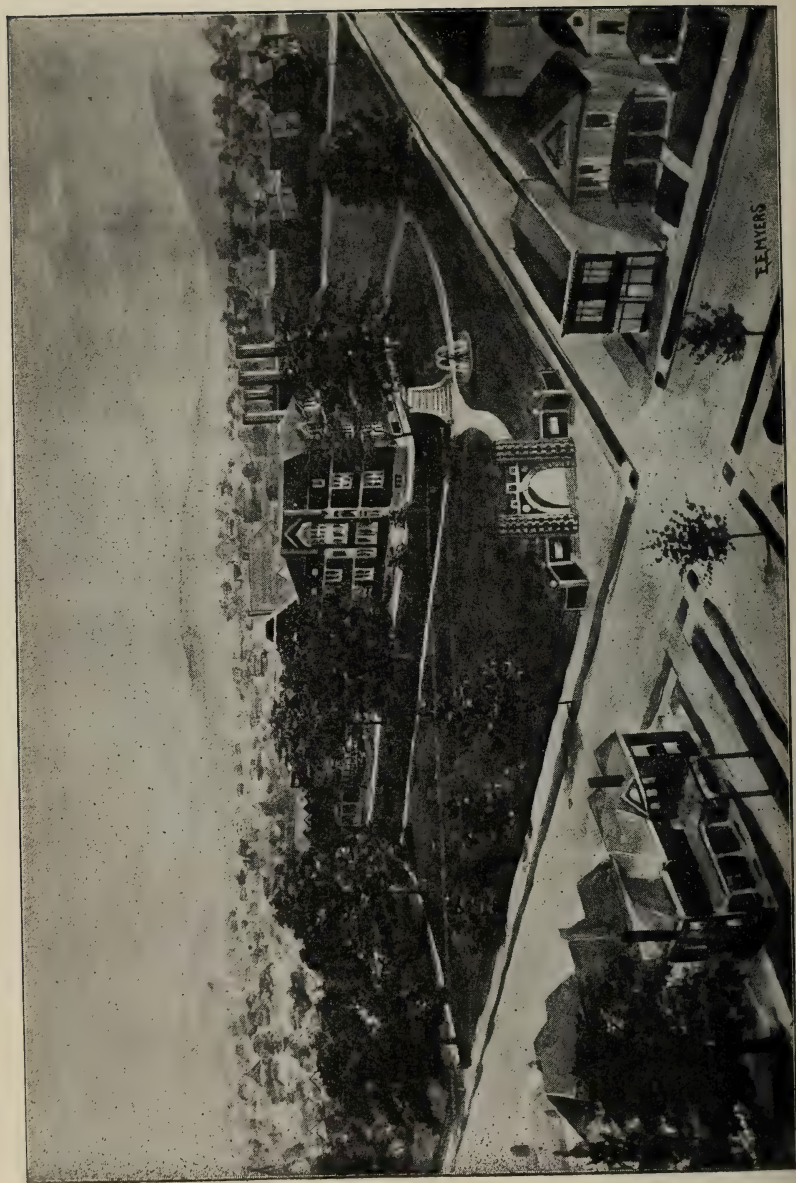












BIRDS-EYE VIEW OF THE BUILDINGS AND GROUNDS CORNER  
3RD ST AND THIRD AVE.

1837  
ANNUAL  
CATALOGUE  
MARSHALL COLLEGE  
A STATE NORMAL  
AND  
ACADEMIC SCHOOL  
1911

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# CALENDAR.

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SESSION, 1911-'12.

TERM OPENINGS AND CLOSINGS.

---

FALL TERM—OPENS.....	WEDNESDAY, SEPTEMBER 13.
CLOSES.....	WEDNESDAY, DECEMBER 20.
WINTER TERM—OPENS .....	WEDNESDAY, JANUARY 3.
CLOSES.....	WEDNESDAY, MARCH 13.
SPRING TERM—OPENS.....	TUESDAY, MARCH 19.
CLOSES.....	TUESDAY, JUNE 11.
SUMMER TERM—OPENS.....	WEDNESDAY, JUNE 12.
CLOSES.....	FRIDAY, JULY 19.

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## HOLIDAYS.

COLUMBUS DAY.....	THURSDAY, OCTOBER 12.
THANKSGIVING	THURSDAY, FRIDAY, SATURDAY AND SUNDAY, NOVEMBER 23, 24, 25 AND 26.
CHRISTMAS.....	DECEMBER 21 TO 31 INCLUSIVE, AND JANUARY 1 AND 2.
WASHINGTON'S BIRTHDAY.....	THURSDAY, FEBRUARY 22.
SPRING VACATION.....	MARCH 14, 15, 16, 17 AND 18.

# OFFICIAL BOARDS

---

## STATE BOARD OF CONTROL

403 Capitol St.,  
Charleston, West Virginia.

---

In the management of educational institutions, the State Board of Control has the direction of the financial and business Affairs.

Hon. James S. Lakin, President,.....Charleston, W. Va.

Hon. John A. Sheppard, .....Charleston, W. Va.

Hon. E. B. Stephenson, Treasurer.....Charleston, W. Va.

---

## STATE BOARD OF REGENTS

State Capitol,  
Charleston, West Virginia

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In the management of educational institutions, the State Board of Regents has charge of all matters of a purely scholastic nature.

Hon. M. P. Shawkey, President,.....Charleston, W. Va.

State Superintendent of Schools

Hon. George S. Laidley.....Charleston, W. Va.

Hon. G. A. Northcott.....Huntington, W. Va.

Hon. M. C. Lough.....Fairmont, W. Va.

Hon. J. B. Finley.....Parkersburg, W. Va.

## EXECUTIVE—In the School

---

L. J. Corbly .....	President
C. E. Haworth.....	Vice President
Grace Felton.....	Secretary and Stenographer
J. A. Fitzgerald.....	Treasurer
W. H. Franklin .....	Registrar
Mrs. Naomi Everett .....	Dean of Women
Ora B. Staats .....	Preceptress
Mrs. Elizabeth Myers .....	Librarian
Ora B. Staats .....	Assistant Librarian
Mrs. Nellie A. Kearns.....	Matron
Lilian Hackney.....	Dormitory Treasurer

# THE FACULTY

---

SESSION 1909-'10.

---

1. L. J. CORBLY, *President*.....*Psychology*  
West Va. Normal School, State University and Universities of Halle  
and Berlin, Germany.

## ENGLISH.

- 2 C. E. HAWORTH, A. B., A. M., *Vice President*....*Literature*  
Colgate and Chicago Universities.
3. ADA R. COLBERT, A. B., *Rhetoric*.  
West Va. University, Harvard and Chicago.
4. MARY E. KALER, A. B., *English Grammar*.  
Ohio University.

## FRENCH.

5. MRS. NAOMI EVERETT, Ph. B., *Dean of Women*.  
Steubenville Seminary, University of Chicago and University of  
Sorbonne, France.

## EDUCATION.

6. ANNA S. CUMMINGS, A. B., A. M.  
Colby University, Leland Stanford Jr. University, and the Uni-  
versities of Grenoble and of Paris.
7. HARRIET LYON, B. E. D., M. E. D., *Supervisor of Model  
School*.  
Edinboro State Normal Training School, Inter-State School of  
Methods. Work under Col. Parker, Thomas Balliet, and Alex-  
andre Frye.
8. KATHARINE STAATS, *Grades IV and VI, Model School*  
Marshall College.
9. \*SYDNEY T. CORBLY, *Grade V*.  
New Haven, Conn., High School, Emerson College, and Chicago  
University.

\* Resigned May 12. Succeeded by Miss Margaret McGugin.

10. ONA ULLMAN, *Grades II and III, Model School.*  
Woodsfield High School, Marietta College, and Kindergarten  
Course at Chautauqua, N. Y.
11. LILLIAN ISBELL, *Grade I., Model School.*  
Huntington High School, and Teachers' College Columbia Uni-  
versity.

## MATHEMATICS.

12. LILLIAN HACKNEY, A. B.  
West Va. University, Ohio Wesleyan, Cornell and Columbia.
13. EDITH CLARKE, A. B., A. M.  
Vassar.
14. ELIZABETH COLWELL, A. B., A. M.  
Dennison University, Vassar, and Radcliffe.
15. W. R. THACHER, A. B., *English and Mathematics.*  
West Virginia University.

## LATIN.

16. C. H. SAYLOR, A. B., Ph. D.  
Johns Hopkins.
17. B. B. CHAMBERS, A. B.  
Marshall College and Dennison University .

## GREEK.

18. HARRIETT D. JOHNSON, A. B.  
Dennison University and Chicago University.

## HISTORY.

19. J. A. FITZGERALD, A. B., A. M.  
Marshall College, Georgetown College and Chicago University.

## BIOLOGY AND GEOLOGY.

20. NATHAN FASTEN, B. S.  
College of the City of New York.

## PHYSICS AND CHEMISTRY.

21. R. M. WYLIE, A. B., A. M.  
Dennison University

## GERMAN.

22. OLLA STEVENSON, A. B., A. M.  
Northwestern University and Berlin, Germany.



*ART.*

## 23. E. E. MYERS,

Pittsburg, Cincinnati, Harvard and New York University Schools  
of Art.

*PREPARATORY.*24. EMMA R. PARKER, B. E., *Principal.*

Greensboro Female College and University of North Carolina.

25. ANNA DENOON, A. B., *Assistant.*

Marietta College

*MUSIC.*

## 26. MILDRED MACGEORGE.

Student three years in Berlin, Germany, under Hugo Kaun, Alberta Jonas, and Walter Weyrowetz.

27. HELEN MARY TUFTS, *Assistant in Piano.*

Marshall College.

28. MRS. URNA SHEPHERD, *Assistant in Piano.*

Marshall College and Morris-Harvey College.

29. MRS. LOUISE FAY HAWORTH, *Head of Voice Division.*

Private Study, New York City under Marie Bissell, Armour Galloway and Oscar Sanger.

*EXPRESSION.*

## 30. FLORENCE C. WHITE.

Emerson College of Oratory and private study in New York City.

*OTHER OFFICERS**LIBRARY*31. MRS. ELIZABETH MYERS, *Librarian.*32. ORA B. STAATS, *Assistant Librarian.*33. WINNIE MOORE, *Attache**COLLEGE HALL*34. MRS. NELLIE A. KEARN, *Matron and Secretary.*35. ORA B. STAATS, *Preceptress.*36. LILLIAN HACKNEY, *Treasurer.*

\* C. E Hedrick assisted for one month last part of fall term.

# STANDING COMMITTEES

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SESSION 1911-'12.

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## CLASS OFFICERS.

CLASS OF 1912—Miss Johnson and Mr. Wylie.

CLASS OF 1913—Miss Colwell and Miss Stevenson.

CLASS OF 1914—Miss Burgess and Mr. Chambers.

CLASS OF 1915—Miss DeNoon and Miss Colbert.

## GENERAL.

REPAIRS—Mr. Wylie.

PRINTING—Mr. Franklin.

SUBSTITUTIONS—Mr. Corbly.

STUDENT SOCIALS—Miss Staats and Mrs. Kearn.

CREDITS and GRADUATION—Miss Hackney and Miss Colwell.

RECITATION SCHEDULE—Miss Hackney and Mr. Corbly.

BOARDING—Mr. Franklin, Miss Staats and Miss Felton.

LIBRARY—Miss Stevenson, Dr. Haworth, and Mrs. Myers.

ATHLETICS—Mr. Fitzgerald, Mr. Wylie, Mr. Franklin and Mr. Chambers.

STUDENT ORGANIZATIONS—Miss Cummings, Miss Colbert and Miss Burgess.

PUBLIC EXERCISES—Dr. Haworth, Dr. Saylor, Miss Cummings, Miss Johnson and Mr. Corbly.

## COLLEGE HALL.

DINING ROOM—Mrs. Kearn, and Miss Hackney.

HOUSE—Miss Staats, Mrs. Kearn and Miss Hackney.

GOVERNMENT—Miss Staats and the Senior Monitors.

# INFORMATIONAL

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## THE NAME

Marshall College, as stated on the following page, is not as yet a "degree-conferring" institution, indeed is not a "college" in the accepted meaning of that term, hence the inquiry by many, Why the name "Marshall College"? Answer: It received the name because the trustees had decided, at the time it was given, 1856 to change it from an "academy" to a "college," and eleven years later, 1867, when the school passed from private to state control, the legislature voted to retain the name "Marshall College", which, therefore, is the legal as well as the "sentiment" name, and a name its friends and promoters sincerely hope to make good in less than a decade.

## HISTORY

"Marshall Academy" was established in 1837, shortly after the death of the great jurist, Chief Justice John Marshall of the Supreme Court of the United States, one of Virginia's greatest men as well as one of our country's greatest jurists, and received its name in honor of that distinguished Virginian.

The school was organized as a private institution. In 1856 "Marshall Academy", by vote of the trustees and by many decided changes in the organization of the courses of study, became "Marshall College." The effects of the Civil War were severely felt in this section of Virginia (now West Virginia) and little attention, as a result, could be given to educational matters during that period and for a few years afterward. In 1867, after much earnest and self-sacrificing effort by the more substantial friends of the school, "Marshall College," the private institution, became "Marshall College," a state normal and academic institution.

Until 1902 the work was almost wholly academic, there being no training department for teachers and but a very limited amount of professional work in an academic way.

In January 1902 the department of education was organized and the nucleus of a model, or training, school was opened. Since then the department has grown to one of the strongest in the school. For details as to the organization of the departments see under those heads further along in this book.

## ORGANIZATION

Although the policy of the school, as outlined by its friends and

promoters, and approved by the Board of Regents, is to continue to strengthen the courses of study till they meet the requirements of a normal college, the work as yet, as will be noted by reference to present courses, is confined to that of the normal, required for teachers in the grades of the public schools, town and village principalships and high schools, rural district superintendents, county superintendents, and work of like grade as our state system is now organized, and the academic required, first, as a foundation for the normal work, and second, as preparation for entrance to dental, medical, law, and other professional schools, and for admission to more advanced academic institutions.

As now organized the work is arranged under *fourteen* different heads or departments, each placed under a capable and experienced "head" who is held responsible for the organization of, and for the amount and kind of work done in, his particular department, also for the proper co-ordination of his own with other departments of the school; and no instructor is recommended by the president for a position in any department who is not satisfactory to its head.

The departments are: 1. English. 2. Education. 3. Mathematics. 4. History. 5. Biology. 6. Physics and Chemistry. 7. Art. 8. Latin. 9. Greek. 10. German. 11. French. 12. Geography and Geology. 13. Music. 14. Expression. See under these various headings, on advanced pages for details.

The school is co-educational.

## LOCATION

Huntington, W. Va., named for C. P. Huntington, the great railroad builder, and former owner of all the land on which his namesake municipality stands, is West Virginia's youngest, but one of its most progressive cities, second in size (only Wheeling having a greater population) and certainly the most beautifully laid out city in our commonwealth. Its founding dates from the seventies—about *forty* years after the founding of Marshall College; its population had reached 12,000 in the year 1900.

In 1910 the population reported by the census bureau was 31,161. Since that time Guyandotte, the very old and historic town adjoining Huntington on the east, voted to unite her forces with this prosperous little city, thus adding to Huntington's population 1,700 more persons, making a total of 32,861. The school census for 1911 indicates growth of about 2,000 in the original Huntington since the 1910 census, thus giving the city a total population, June 1911, of about 34,861.

The city is located at the junction of the Guyandotte river with the Ohio river, and extends along the banks of the latter river, whose direction is east to west here, from 37th street east to 22d street west, a distance of *four* miles, and from First Avenue, on the southern bank of the Ohio river, southward to 13th Avenue skirting the foothills, and then still up hills and glens quite a distance to the south where nice suburban

homes are going up in all directions. A plan for beautifying the southern (foothills) side of the city has lately been submitted by Landscape Architect Withers of Jersey City, which plan was adopted and work on it will be begun at the earliest convenience. This plan includes the following:

1. A boulevard from the south bank of the Ohio river on the east bank of Four Pole creek up this latter meandering stream which skirts the foothills, to the city park, through the park eastward to the little brook coming in from Cemetery Hill, up this through the cemetery to the east side of same, thence along the east border of the cemetery to connect with the 20th street road to present cemetery entrance.
2. Laying out and beautifying the City Park.
3. Laying out the new section of the cemetery and beautifying the same together with a new and additional entrance.

The plan of the city is simple and modern in its details.

All avenues extend east and west parallel to the Ohio river, and are numbered from First Avenue on the bank of the Ohio southward to the foothills.

All streets extend north and south, at right angles to the Ohio river and the avenues, and are numbered from First Street eastward and First Street westward.

All the main avenues, from First to Thirteenth, are 80 to 100 feet in width, and all streets are 60 to 80 feet wide.

The Ohio river at this point is a noble stream of about *three thousand* feet, from bank to bank, navigable for large river steamers, passenger and freight, and runs through one of the richest as well as one of the most beautiful valleys in America.

The city is reached by steamers on this river and by the following railways:

1. The "Chesapeake and Ohio" with its two western terminals at Louisville, Ky., via Lexington, Ky., and at Cincinnati, O.; its two eastern terminals at Newport News, Va., on the Atlantic coast and at Washington, D. C.; This road has through Pullman chair, diner, and sleeper facilities without change, to Louisville, Cincinnati, Indianapolis, St. Louis, and Chicago on the west, and with Richmond, Norfolk, Newport News, Washington, Baltimore, Philadelphia, and New York on the east.
2. The "Baltimore and Ohio" with its western terminal at Kenova, 8 miles west of Huntington, where it connects with the "Chesapeake and Ohio" and the "Norfolk and Western"; it follows the Ohio valley northward connecting with points east and west on its main lines at Parkersburg, 121 miles north, at Wheeling, 215 miles north, and at Pittsburgh 281 miles north; at Wheeling and Pittsburgh of course are connections with other trunk lines east and west. Eastern and western cities are reached by this route with Pullman chair, diner and sleeper all the way, and with but one change.
3. The "Norfolk and Western," which crosses the Ohio river at



Kenova, 8 miles west of Huntington, connections which are made by Ohio river steamers, the "Ohio Valley Electric," the "Chesapeake and Ohio," or the "Baltimore and Ohio" railways, and through these, with the "Norfolk and Western", with all points east and west.

4. The "Ohio Valley Electric Railroad", which unites the cities and towns of the valley on the west, with Huntington, and through it making Huntington the center of a population of about 75,000, with whom *half-hour* trolley connections are made from 5 a. m. to 11 p. m.

The following will indicate, in a relative way, about where Huntington is:

FROM HUNTINGTON, WEST—C. & O. Railway.

4	Hours	15	Minutes	TO CINCINNATI	161 miles
7	"	10	"	TO LOUISVILLE	
11	"	50	"	TO INDIANAPOLIS	
16	"	10	"	TO CHICAGO	
17	"	20	"	TO ST. LOUIS	

FROM HUNTINGTON, EAST—C. & O. Railway.

1	Hours	15	Minutes	TO CHARLESTON (the State capital)	50 miles
5	"	15	"	TO WHITE SULPHUR SPRINGS on top of the Alleghenies	195 miles.
11	"	45	"	TO RICHMOND, Va.	
18	"	05	"	TO NORFOLK, VA.	
15	"	15	"	TO NEWPORT NEWS, VA.	
12	"	30	"	TO WASHINGTON, D. C.	437 miles
13	"	40	"	TO BALTIMORE	477 miles.
16	"	05	"	TO PHILADELPHIA	562 miles.
18	"	15	"	TO NEW YORK	667 miles.

FROM HUNTINGTON, NORTH—B. & O. Railway.

3	Hours	8	Minutes	TO PARKERSBURG, W. VA.,	121 miles
6	"	5	"	TO WHEELING, W. VA.	215 miles.
8	"	10	"	TO PITTSBURG,	281 miles.
15	"	10	"	TO WASHINGTON, D. C.	479 miles.
21	"	10	"	TO NEW YORK	700 miles.

FROM HUNTINGTON, WEST—N. & W. Railway

1	Hours	25	Minutes	TO PORTSMOUTH, OHIO	47 miles.
3	"	15	"	TO CHILICOTHE, OHIO	80 miles.
4	"	55	"	TO COLUMBUS, OHIO	146 miles.

FROM HUNTINGTON, EAST—N. & W. Railway.

2	Hours	25	Minutes	TO WILLIAMSON, W. VA.	82 miles.
6	"	50	"	TO BLUEFIELD, W. VA.	189 miles.
10	"	40	"	TO ROANOKE, VA.	294 miles.
19	"	00	"	TO NORFOLK, VA.	552 miles.

## GOVERNMENT

## 1. STATE BOARD OF CONTROL

All state institutions of whatever kind are under the control of a central board of three members, known as the State Board of Control. This board has its offices at the state capital, give their entire time to the work, and receive a salary of \$5,000 per year. Its members are appointed by the governor for a term of six years, one every two years. Its functions are distinctively executive and financial, it being the duty of the board to recommend all state appropriations to the state legislature, control the expenditure of the same, take charge of all building and repairs, and to control the finances of every state institution. In power and authority it stands second only to the three coordinate branches of the state government, and is the immediate agent through which the financial policy of the state is executed.

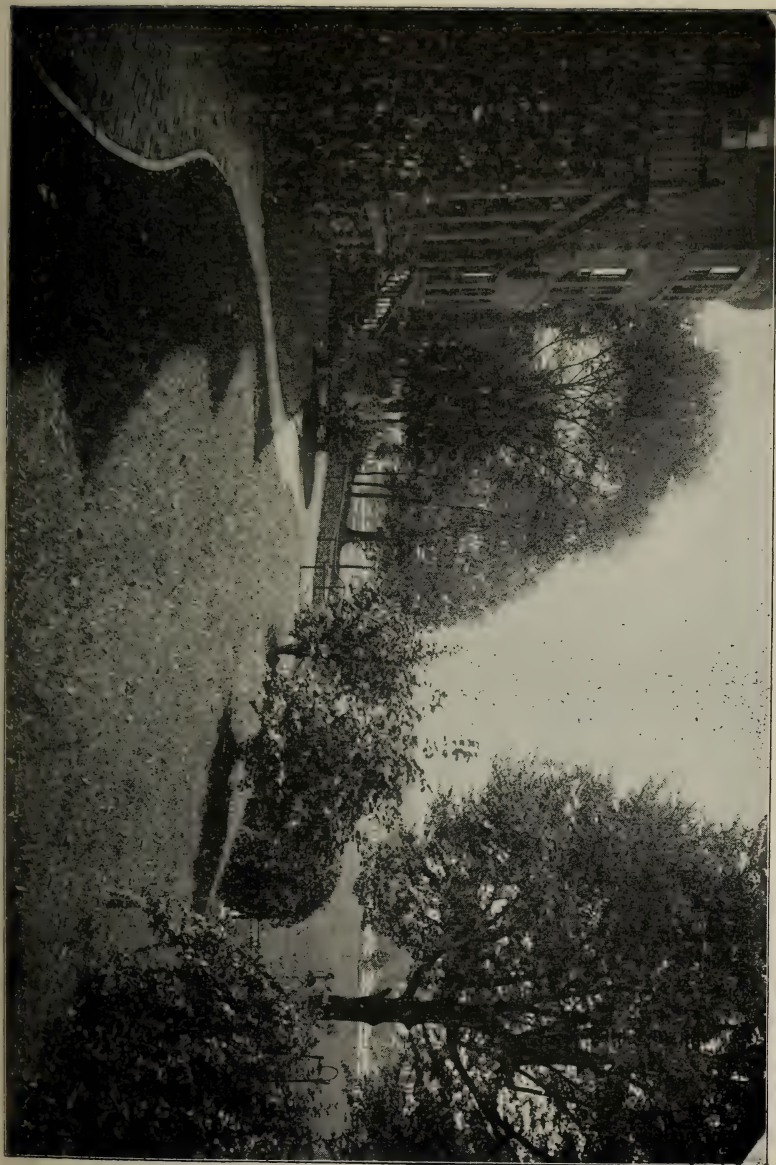
The appropriations by the state to defray the expenses of this board, for the years 1911 and 1912, per year, are as follows.

1. Traveling expenses	\$ 2,500
2. Salaries of clerical force	\$11,300
3. Salaries of the board	\$15,000
<hr/>	
Total per annum	\$28,800

## 2. STATE BOARD OF REGENTS.

Acting jointly with the State Board of Control, is a State Board or Regents whose duties are administrative. Their sphere of action is limited to the state educational institutions, and in this capacity to the educational policy of each school, its courses of study, the number of teachers it shall have, also employes, attaches, &c., the salary of each (subject to the amount of the appropriation made therefor, of course), and to the approval of the State Board of Control, such titles as members of the faculty shall have, and such other matters as affect the educational policy of each institution. While acting jointly with the State Board of Control so far as their powers and duties extend (the regents) their acts are subject to the approval or rejection of the Board of Control, since this latter board handles the funds.

The State Board of Regents is composed of five members, of whom the "state superintendent of schools" is president, *ex officio*. Their term of office is *four years*, (that is also the length of the elective term of office of the "state superintendent of schools") and the term of one member of the board expires each year. They, excepting the president, (whose office is elective at each quadrennial state election) are appointed by the governor, two from each of the two leading political parties. The presumption is, of course, that the president of this board is in political sympathy with the party in power, hence with the majority of the board, though







the opposite would be the case should the opposing candidate for state superintendent of schools be elected at the regular quadrennial election.

The 1911 and 1912 appropriations to defray the annual expenses of this board are as follows:

- |   |         |
|---|---------|
| 1. For salary of secretary                            | \$200   |
| 2. For contingent and traveling expenses of the board | \$1,000 |
| 3. For salaries of four members                       | \$4,000 |

The president of this board draws a regular salary as state superintendent of schools.

### 3. THE FACULTY.

All matters of discipline, so far as is possible, are referred to the faculty; indeed the very healthful sentiment prevails with the board that theirs should be a *laissez faire* policy in such matters until actual necessity arises.

Aside from the fixing of salaries, the employment and removing of teachers, and the fiscal affairs of the Normal school and its branches, the duties of conducting these schools are almost exclusively left to the faculties, who have learned to appreciate their responsibilities and not to worry either executive or state board with details except when absolutely necessary.

Student government to some extent is being inaugurated, and will be judiciously extended as results justify; but not yet is the time ripe in any school of young people for turning matters of government and discipline wholly over to the immature, the inexperienced, and the remotely responsible; the strong hand of the faculty, conservatively, sympathetically, calmly, but none the less surely and effectively, kept behind all major matters of school discipline and school government cannot well be dispensed with; and in this just as little interference as possible from still higher authority is especially to be desired if government and discipline are to be administered with a minimum of friction and a maximum of dignity and effect to all interested.

We have little sympathy with the hasty and extreme extension of democratic ideas of government in any part of the American system, from the home to the presidency of the United States; this can come only with, or after, a very wide dissemination of sanely democratic ideas of personal responsibility in all matters affecting the individual and his fellow. The strong hand of intelligent responsibility cannot be left out of any system of government.

It may not be amiss in this connection, to say that we have little sympathy likewise, for many of the forms in which that remarkably ill-defined thing known as "college spirit" seeks to express itself, rather to assert itself. Educational systems are seeking to rid themselves today, as never before, of much that has been purely experimental, purely formal, and purely sentimental. Not a few of our more pretentious schools have done this in some lesser things and have ignored it in more important



ones. It is pretty nearly time to decide whether any of the practices and customs of young men and young women at school, such as escapades that compromise reputation as well as character, both of the individual and of the school, certain liberties that have degenerated into offensive licenses, such for example, as excessive smoking and chewing, gambling, drinking, "rushes" that endanger life or limb,, hazing, "smart tricks" that humiliate, if they do not injure, the worthy and the inoffensive, class contests of any kind that leave bad feelings or "bad tastes in the mouth," anything, in short, that lowers the dignity of manly and womanly ideas of fun and of college life; it is pretty nearly time to decide whether such practices constitute any part of a sane system of education.

College spirit that expresses itself in disorder of any kind, in the destruction or abuse of property, in the humiliation or injury of the innocent and the inoffensive, in excesses of any kind that are out of harmony with the orderly and gentlemanly bearing of young men, is false in theory and hurtful in practice. There are many ways for having fun and enthusiasm without degenerating to beastly practices, brutal treatment of others, coarse forms of fun which defy authority and injure persons and property.

"College fun" and "College spirit" are too often misunderstood, too often taken for synonymous terms. *Real* "College spirit" is not something that asserts itself at the expense of orderly, gentlemanly conduct; it consists in loyalty to one's school, a loyalty due to no superficial, foolish or insane devotion such as is born of prejudice, partisanship or ill-founded preferences, but a loyalty born of congenial associations, high ideals, and sane devotion to, and belief in the standards, methods, policies, and principles represented and carried out by a faculty whose scholarship, character, and ability command the esteem and confidence of manly young men and womanly young women. The fun and pleasures of college life are mere incidents to these main features of college spirit and will *always* come to him and to her who do their part in making real college spirit by subscribing by work and worth to the things a college ought to stand for—the making of men and women who stand for high ideals, who can think things worth while, do things worth while, be something worth while.

## APPROPRIATIONS—1911, and 1912.

### COST PER STUDENT, AND OTHER DATA.

The biennial session of the legislature during the session which adjourned the latter part of February, 1911, made the following appropriation for Marshall College, per year, for the two years beginning Oct. 1, 1910 and ending Oct. 1, 1912.

Repairs and Improvements, each year	\$3,000
Current expenses, each year	\$6,000

Salaries, each year

\$24,770

Total annual allowance by the State

\$33,770

The total enrollment for the past year, session of 1910-'11, was 1081. \$33,770 divided by this number gives \$31.24, the average cost, per capita, to the state, for each student enrolled in the institution.

The total number of teachers employed to teach these 1081 children and youth and somewhat mature young men and women, was 30, who gave the entire year to their work. The total amount of salary fund used from state appropriations to pay these teachers was \$21,504.94, or \$716.83 per teacher. In other words, the cost to the state for teachers salaries at this school averaged \$716.83 per teacher for teaching the future teachers of the state. This does not include, either, the librarian, the preceptress, the matron, the assistant librarian and some lesser help in handling and helping the student body, who did not cost the state one cent of money.

True the salary schedule runs from \$450 to \$1500, besides the president's salary, but all the rest was paid by the earnings of the school through tuitions &c.

The total earnings of the school from various fees charged, not including dormitory board, amounted to \$11,547.78 as shown at the close of the May 1st report. These fees went toward paying additional on the salary fund, and for current expenses.

Putting together the allowance made by the state for all purposes for the year 1911, and adding to that the amount received as fees &c., the total is \$45,317.78.

Dividing this by the total enrollment, the total cost per capita for the total number enrolled here amounts to \$41.99, \$22.02 per capita of which the students themselves paid \$11,547.78.

Comment on the part of the writer is unnecessary. These are figures with which the public should be familiar.

## REGULATIONS and EXPLANATIONS

*THE WORD "SESSION"* as used in this book includes three terms, the fall, the winter, and the spring, see page 2. The summer term, which is, in fact, a half term, is not included when speaking of a "session."

*THE WORD "TERM", OR "QUARTER"*, as used in this book means a quarter of a year, (three months), or a third, approximately, of the nine months "session" extending from the September opening to the June Commencement.

*THE FALL TERM* opens on the Wednesday nearest the 15th of

September and closes about the end of the third week of December, never later, often from one to three days earlier, according to the day of the week in which Christmas falls.

*THE WINTER TERM* opens on the *third day* of January if the *first* (New Years Day) fall on Sunday, Monday or Tuesday; on the *fourth day* of January if the *first* fall on Friday or Saturday; on the *fifth* of January if the *first* fall on Thursday; on the *second* if the *first* fall on Wednesday; this term closes on Wednesday nearest the 15th day of March.

*THE SPRING TERM* opens on Tuesday following the close of the *winter term*, and closes on the Tuesday nearest the 10th of June.

*THE SUMMER HALF-TERM* opens on the day following the June Commencement, and closes on Friday of the sixth week, (including the week of Commencement day).

A "UNIT" as used in this catalogue means the work in any approved subject for one SESSION, or its equivalent, recitations *one hour* in length, *five* recitations per week—in other words about 185 hours of class work.

A "COUNT" is equal to *one-third* of a "Unit", or about 62 hours of class work.

A "POINT" is *one-fifth* of a "Count", or about 12 1-2 hours of class work.

*GRADUATES FROM THE NORMAL COURSE* are awarded No. 1 state certificate good for 5 years and renewable under reasonable conditions. These certificates are accepted in all the public schools of the state except a few of our larger towns, where applicants holding these certificates may be required to pass an additional examination.

*THE ALUMNI ROLL* numbers 862 since the school became a state institution

*THE SCHOOL* has its own book and stationery store in the main building.

*THE LIBRARY* contains about *fifteen thousand* volumes, and has, on its reading tables, *eighty-six* of the standard English, French, German, and American magazines.

*SINCE A MODEL SCHOOL*, organized as a practice school for teachers and including all eight grades, is connected with the institution, there ceases to be any age limit for admission to the various courses, except the first primary, which is 5 years. The Board of Regents ruled that any youth whose ability, character and educational attainments fit him for entering the freshman or more advanced years of the courses should be admitted regardless of his age.

*ANY STUDENT* who falls short more than *two counts* of completing his course of work, normal or academic, at the close of any spring term is permitted to appear on the platform with the graduating class at the June Commencement and take part in all the senior exercises, provided he duly enrolls for the succeeding summer term and pays all fees connected with the same before the opening of commencement week im-

mediately preceding said summer term. In such cases his diploma is withheld till he has completed in a satisfactory manner within said summer term the remaining *one* or *two* counts against him, after which his diploma will be presented by the president.

*ANY STUDENT* may complete his course at the close of either fall or winter term, but in such cases he is expected to be present and take part in all senior exercises at the following June commencement unless excused therefrom by the president.

*NO STUDENT* is permitted to graduate without having spent *one full session*, (three consecutive terms), fall, winter, and spring, in residence work here. By "residence work" is meant attendance in person, not by correspondence or by attendance on some other school.

*ALL RECITATION PERIODS* are *one hour* in length.

*NO STUDENT IS PERMITTED* to carry more than *four full subjects*, (20 hours class work, per week) without the consent of his class officers, and none is permitted to carry fewer than *three full subjects* except by permission of the president; and unless there is satisfactory excuse for not carrying more than two subjects, a special tuition is charged.

*TO RANK AS A FRESHMAN* a student must have not more than 48 "Counts" of work yet to do to complete his course.

*TO RANK AS A SOPHOMORE* 36 "Counts" is the maximum number yet to complete.

*TO RANK AS A JUNIOR* 24 "Counts" is the maximum number yet to complete.

*TO RANK AS SENIOR* 12 "Counts" of uncompleted work is the maximum at the opening of the fall term. Students falling below the standard for Senior Rank may rank as "candidates" for senior standing provided they have not more than 14 "Counts" of uncompleted work. As such they can have no vote in electing senior officers for the class, but may take part in all senior social and business functions till the faculty rules that senior rank is impossible for them. If, at the close of the fall term the number of "Counts" against a senior candidate be reduced to *eight*, he will be entitled to full senior rank, otherwise he will remain on the candidate list.

*NO STUDENT* will be given rank in any year above the Freshman till he has submitted an approved list of credits, duly made out, and signed by the proper authorities where the work was done, hence those wanting advanced standing must see to it that their credits are in at the opening of the year, or they will be seated with the Freshmen.

*THERE ARE 48 COUNTS* of work in each of the courses (normal and academic), besides vocal music, the senior spelling test, and the work of the seminaries, 12 in each of the *four years*.

*STUDENTS* who come here for the purpose of carrying music only, art only, oratory only, or any two or more of these subjects, unless they live



in town, will be required to give at least four full hours per day besides their recitation hours, to their practice work in these subjects.

*ALL STUDENTS*, in whatever department they may be engaged, are required to attend chapel exercises, which are conducted once per week, Wednesday, from 10:30 to 11:00.

*NO STUDENT* is permitted to board anywhere or room anywhere except in places approved by the boarding committee; and should anyone be found in a place not approved by the committee, he or she will be notified at once to move, on penalty of being dropped from school.

*WHEN A STUDENT* changes his place of rooming he should notify the secretary in the president's office at once, also his class officers, that they may correct the records and be able to locate him in case a long distance phone call or telegram of importance come to the office for him.

*STUDENTS ARE EXPECTED* to report to the president's office for enrollment within *twenty-four* hours after their arrival in the city, sooner if convenient.

## WRITING FOR GRADES OR CREDITS

There are now over 850 Marshall graduates, and several thousand undergraduates who have attended school here for a longer or shorter period. Quite naturally a large number of these write this office each year for a statement of their work here. Once this was a negligible element in the total of the office duties, hence was easily attended to. It is different now. This has grown to such an extent that we took it up with the Board of Control as to how to meet this and kindred work now grown to considerable proportions. Their suggestion was, that in the absence of the proper office force, some one be engaged to do this work in consideration of a small fee to be charged for same; accordingly a fee of 25c will hereafter be charged for looking up one's credits, grades, or other feature of record on the college books.

This fee of 25c should be sent to Prof. W. H. Franklin, who has been appointed to take entire charge of the records; or, better still, address the letter to

The Registrar

Marshall College

Huntington, W. Va.

All matters pertaining to *Grades, Credits, Standing &c.*, should be addressed to the Registrar as above, whether written by graduates or by those who have not graduated.

## ASKING FOR CREDIT

Those who wish credit here for work done elsewhere should write the *Registrar* for a blank form which we keep, and in which it is possible to enter in proper form all the data desired by the credit committee here. If such a blank form is desired it can be inserted in the catalogue when sending it.



## IMPORTANT CHANGES

MADE BY THE  
STATE BOARD OF REGENTS

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### I. IN THE WORK

Between the time of writing this catalogue and the time of going to press, the State Board of Regents met in annual session with the heads of all the state schools, at Charleston, and transacted much business of importance, among which the following is of special interest to this institution:

1. The Normal Course of Study was extended from a *four-year* to a *five-year* course, the extension to be applied as follows:

(1.) The class of 1912 will not be required to take any of the additional work of the extended course, but will graduate on the completion of the *four-year* course as it now stands, *unless* some one or more of the heads of the schools wish to require a part of it as a condition of graduation for this class. Marshall College will not require any additional work, however, of the 1912 class, above the present *four-year* course.

(2) The class of 1913 will be required to complete the present *four-year* Normal course, and not less than *one-third* of the work of the *fifth year*.

(3.) The class of 1914 will be required to complete the present *four-year* Normal course and not less than *two-thirds* of the *fifth year*.

(4.) The class of 1915 will be required to complete the full "*five-year*" Normal course. Any principal or president who so desires may require the completion of the full *five-year* Normal course of an earlier class than the 1915 students, but it is probable that Marshall College will comply with the rule as adopted.

2. As soon as the various heads of the different schools find it practicable they are to change the arrangement of the courses of study from the "quarter" or "term" plan to the "semester" plan, having *two* terms per session, thereby, instead of three, as now. By this new arrangement the *first semester* would open with the September opening and continue to the end of the *third week of January*; the *second semester* would open about the *fourth week* of January and close with the June commencement.

A special semester, intended particularly for students who cannot enter as early as the second semester, will perhaps open about the middle of March and continue till the end of the second or third week of July.

All these details, however, will have to be very carefully worked out to suit the needs of the students, for it is in their interest that all changes of this kind are made.

It is probable that the class of 1912, and, perchance, the class of 1913, will be put on the semester plan with the opening of the September, 1911, session. The students cannot but heartily approve of this change because it means:

First—Two examinations per year instead of three.

Second—Better credits in schools of advanced standing since the "semester plan" is becoming almost universal.

The teachers cannot but like it for both reasons given above, and for the additional very important reason that it gives opportunity for extending the various shorter courses, such as Botany, Geology, Sociology, History, Physiography, Zoology, &c. from *three* months to *four and one-half months* thus adding materially to thoroughness in our work.

3. A committee selected from the heads of the Normal School and its branches was appointed to confer with a corresponding committee from the university with a view to definitely and finally arranging a basis of credits between these schools. Under the present system of credits, or lack of them, many of the graduates from this and the branch schools go to other states and to the denominational schools of this state, rather than to the state university, because what we and our students think are credits due them are not, as a rule, allowed. The object of the appointment of this committee is to adjust these matters.

L. J. Corbly of Marshall College and Principal Rohrbaugh of the Glenville Normal were appointed on this committee.

4. The Fifth Year of the Normal Course of Study appears in this catalogue (See under head of "Courses of Study") as the "Additional Year." A few electives from this *fifth year* may be substituted in the *fourth year* of the Normal course, by the class of 1912.

5. No change has as yet been made in the length of any of the courses of study except the Normal Course, and none will be made this year.

6. The class of 1912 will please understand that they will graduate without any additional requirements beyond the present *four year* course. This change does not affect them in any way except that it gives them a larger elective field for substitutions in the professional subjects.

## II. IN THE FACULTY

The entire faculty was reelected except the following:

1. Miss Mary Kaler accepted a position in the English department of Athens University, Ohio, known as the "Ohio University."

2. Mr. Thacher goes to Charleston, W. Va., High School.

3. Mrs. Sydney Thomas Corbly resigned and is succeeded by Miss Inez Brookfield.

4. Miss Pearl Huey, who was substituting for Miss DeNoon (promoted to the place of *second assistant in* mathematics, in May) withdrew and her successor has not been named at this writing.

5. Prof. W. H. Franklin, on leave of absence the past year to study in Harvard, was reelected to his former position as *first assistant in* English (teacher of rhetoric). He was also made Registrar.

6. Miss Fannie Burgess, on three years leave of absence to study in the University of Chicago, is made head of the new department of Geography and Geology.

7. Miss Elizabeth Colwell was made *first assistant* in Latin and Mathematics and placed on a *first assistant's* salary.

8. The department of "Biology and Geology," (too heavy for one department) has been divided into the two departments: "Biology", with Prof. Fasten continued as the head of this work, and "Geography and Geology" with Miss Burgess as department head.

The session of 1911-12 opens Wednesday, September 13, 1911. It is well to add this second and special reminder for the benefit of "the forgetful."

## LOAN FUND

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Marshall College has been selected as one of the *twenty* normal and academic schools of the country that is to be favored, through a wealthy gentleman of the State of Washington, with a "Loan Fund" of *One Thousand Dollars* for the benefit of worthy students in limited financial circumstances, thanks, sincere and decided, to the kindness of one who is an utter stranger to the school and to its head. It shall be the care and pleasure of the management of this fund to place it where it will best serve the admirable purposes of the gentleman who has so thoughtfully and so effectively remembered the worthy young men and women of West Virginia who are struggling against tremendous odds to educate themselves. Truly we shall spare no pains to make this investment in brains and energy and personal worth an honor to the distinguished benefactor and to the school and the state into which, from the far west, this money comes.

On behalf of the school we beg to express our very high appreciation of this splendid contribution toward higher education in West Virginia.

The committee of the faculty on "Credits and Graduation," together with the president of the school,

L. J. Corbly,  
Miss Lilian Hackney,  
Miss Elizabeth Colwell,

will have charge of this fund, and will meet September 15th, to adopt Rules and Regulations governing the loaning of the money. The fund is available for the session of 1911-'12.

## ENTRANCE REQUIREMENTS

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### 1. RECOMMENDATION

It is always the proper thing to do when enrolling a student who has never been in a school of the grade of this one before, to require of him a written or personal recommendation from some influential citizen who is familiar with his life, character, general behavior, and habits of study. Such a letter is expected of every new student who enrolls here.

### 2. CREDITS

It is the business of the "Committee on Credits and Graduation" to be sufficiently familiar with the schools of this state to intelligently allow proper credits for work done elsewhere without resorting to set examinations except in extreme cases. In cases of students from other states it is only a case of more detailed and careful inquiry.

In order to receive credit for any of the work of the Freshman, Sophomore, Junior, or Senior years it is necessary that the student furnish a certified list of the subjects on which he wishes credit, duly signed by the teacher or principal or superintendent, or other officer of proper authority.

Blank forms for entering these credits in due form are kept in this office and will be furnished free of cost, upon application to the Secretary, Marshall College, Huntington, W. Va.

The applicant for credits should use due precaution to see that all details required on the blank forms sent him should be filled out in full.

### 3. FEES

By order of the State Board of Control to whom all moneys collected are remitted, *all* fees are payable in advance, for each *quarter* or *term*.—*fall, winter, spring, and summer*; hence credit or delays should be wholly unasked for.



The following are the *fees* required, per quarter.

a. ACADEMIC and NORMAL

	FALL	WINTER	SPRING	SUMMER
MODEL SCHOOL	\$5.00	\$5.00	\$5.00	
PREPARATORY	\$5.00	\$5.00	\$5.00	\$6.00
*FRESHMAN	\$3.00	\$3.00	\$3.00	\$6.00
*SOPHOMORE	\$3.00	\$3.00	\$3.00	\$6.00
*JUNIOR	\$3.00	\$3.00	\$3.00	\$6.00
*SENIOR	\$3.00	\$3.00	\$3.00	\$6.00

b. MUSIC.

PIANO—Head Pianist	\$18.00	\$16.00	\$17.00	\$9.00
PIANO—Assistants	\$16.00	\$15.00	\$16.00	\$8.00
VOICE	\$18.00	\$18.00	\$18.00	

c. ART.

ANY OF THE SPECIAL WORK IN ART	\$18.00	\$16.00	\$17.00	\$10.00
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d. EXPRESSION.

FIRST YEAR	\$16.00	\$16.00	\$16.00	\$8.00
SECOND YEAR	\$18.00	\$18.00	\$18.00	\$9.00
THIRD YEAR	\$20.00	\$20.00	\$20.00	\$10.00
SINGLE LESSONS	ONE DOLLAR.			

\* For these courses students from other states pay an additional fee of \$6.00 for the Fall, Winter, and Spring Quarter, making these three fees \$9.00 each instead of \$3.00. For the Summer Quarter, and for all other departments these *fees* are just the same as for West Virginia students.

There are small fees for laboratory breakage and supplies in Physics, Chemistry, Biology, and Art.

There are small fees also for the use of pianos for practice in the music department, also for History of Music and Harmony. See under these departments further over for these.

 PLEASE NOTE: Tuitions and other fees are not refunded. In the department of *music*, *art*, and *expression* lessons will be made up to students who are kept out by continued and severe illness.

All fees are payable for the *quarter* in advance—at the time of enrollment.

## **COURSES OF STUDY**

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CLASSIC, MODERN LANGUAGE, ACADEMIC ELECTIVE,  
NORMAL AND MODEL SCHOOL.  
ART, MUSIC, AND EXPRESSION.  
WITH NOTES AND DETAILS EXPLANATORY

## CLASSIC COURSE

### FRESHMAN YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH GRAM. I	ENGLISH GRAMMAR II.	ENGLISH GRAMMAR. III.
LATIN I.	LATIN II.	LATIN III.
HEBREW HISTORY	GREEK HISTORY	ROMAN HISTORY
ART	PHYSIOGRAPHY	ALGEBRA I.

### SOPHOMORE YEAR

RHETORIC I.	RHETORIC II.	RHETORIC III.
*LATIN IV.	*LATIN V.	*LATIN VI.
*GREEK	*GREEK	*GREEK
*FRENCH	*FRENCH	*FRENCH
*GERMAN	*GERMAN	*GERMAN
ALGEBRA II.	ALGEBRA III.	ALGEBRA IV.

### JUNIOR YEAR

AMERICAN LIT. I.	AMERICAN LIT. II.	ENGLISH LITERATURE
*LATIN VII.	*LATIN VIII.	*LATIN IX.
*GREEK	*GREEK	*GREEK
*FRENCH	*FRENCH	*FRENCH
*GERMAN	*GERMAN	*GERMAN
PLANE GEOMETRY I.	PLANE GEOMETRY II	SOLID GEOMETRY
ENGLISH HIST. I. or	ENGLISH HISTORY II. or	BOTANY or
MEDIAEVAL HIST.	MODERN HISTORY	CLIMATOLOGY

### SENIOR YEAR

ENGLISH LIT. II	ENGLISH LITERATURE III.	ENGLISH LITERATURE
*LATIN X.	*LATIN XI.	*LATIN XII.
*GREEK	*GREEK	*GREEK
*FRENCH	*FRENCH	*FRENCH
*GERMAN	*GERMAN	*GERMAN
PHYSICS I. or	PHYSICS II or	PHYSICS III or
CHEMISTRY I.	CHEMISTRY II.	CHEMISTRY III.

1. All recitations *five times* per week unless otherwise indicated by Arabic numerals.

2. A "UNIT" is *nine months* work in any subject reciting *five times* per week.

3. A "COUNT" is *one-third* of a UNIT.

4. A "POINT" is *one-fifth* of a COUNT.

5. This course includes 16 UNITS (48 COUNTS).

6. To complete this course 48 COUNTS are required, not fewer than 18 of which COUNTS must be taken in languages other than English, and not fewer than 12 of these 18 language COUNTS must be taken in Latin, or Greek, or both. (See Note 2 on opposite page).

\* Elective but subject to requirements named in Note 6.

## MODERN LANGUAGE COURSE

## FRESHMAN YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH GRAMMAR I.	ENGLISH GRAMMAR II.	ENGLISH GRAMMAR III.
LATIN I.	LATIN II.	LATIN III.
GREEK HISTORY	GREEK HISTORY	ROMAN HISTORY
	PHYSIOGRAPHY	ALGEBRA I.

## SOPHOMORE YEAR

RHETORIC I.	RHETORIC II.	RHETORIC III.
LATIN IV.	LATIN V.	LATIN VI.
FRENCH I OR	FRENCH II. OR	FRENCH III. OR
GERMAN I.	GERMAN II.	GERMAN III.
ALGEBRA II.	ALGEBRA III.	ALGEBRA IV.

## JUNIOR YEAR

AMERICAN LITERATURE I.	AMERICAN LITERATURE II.	ENGLISH LITERATURE I.
LATIN VII.	*LATIN VIII.	*LATIN IX.
GREEK	*GREEK	*GREEK
FRENCH	*FRENCH	*FRENCH
GERMAN	*GERMAN	*GERMAN
ENGLISH HISTORY I. OR	ENGLISH HISTORY II. OR	POTANY OR
MEDIAEVAL HISTORY	MODERN HISTORY	CLIMATOLOGY
PLANE GEOMETRY I.	PLANE GEOMETRY II.	SOLID GEOMETRY

## SENIOR YEAR

ENGLISH LITERATURE II.	ENGLISH LITERATURE III.	ENGLISH LITERATURE IV.
LATIN X.	*LATIN XI.	*LATIN XII.
GREEK	*GREEK	*GREEK
FRENCH	*FRENCH	*FRENCH
GERMAN	*GERMAN	*GERMAN
PHYSICS I. OR	PHYSICS II. OR	PHYSICS III. OR
CHEMISTRY I.	CHEMISTRY II.	CHEMISTRY III.

1. All Recitations are *one hour* in length.

2. All classes recite *five times* per week unless otherwise indicated by Arabic numerals.

3. A "UNIT" is *nine months* work in any subject reciting 5 times per week.

4. A "COUNT" is *one-third* of a UNIT.

5. A "POINT" is *one-fifth* of a COUNT.

6. *Sixteen* UNITS (48 COUNTS) are required for graduation from this course, not fewer than *SIX* of which UNITS (18 COUNTS) must be taken in language other than English, and not fewer than *FOUR* of these *SIX* language UNITS (12 "counts"), must be taken in the Modern Languages.

\* Elective but subject to requirements named in Note 6.

## ACADEMIC ELECTIVE COURSE

## FRESHMAN YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH GRAMMAR I. LATIN I EBREW HISTORY ART	ENGLISH GRAMMAR II. LATIN II. GREEK HISTORY PHYSIOGRAPHY	ENGLISH GRAMMAR III. LATIN III. ROMAN HISTORY ALGEBRA I.

## SOPHOMORE YEAR

RHETORIC I. ALGEBRA II. LATIN IV.—GREEK FRENCH—GERMAN ENGLISH HISTORY I OR MEDIEVAL HISTORY	RHETORIC II. ALGEBRA III. *LATIN V.—GREEK *FRENCH—GERMAN ENGLISH HISTORY II. OR MODERN HISTORY	RHETORIC III. ALGEBRA IV. *LATIN VI.—GREEK *FRENCH—GERMAN BOTANY
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## JUNIOR YEAR

AMERICAN LITERATURE I. LATIN VII. GREEK FRENCH GERMAN PLANE GEOMETRY I DRAWING, OR ADVANCED PHYSIOLOGY	AMERICAN LITERATURE II. *LATIN VIII. *GREEK *FRENCH *GERMAN PLANE GEOMETRY II. GEOLOGY, (DYNAMIC) OR ASTRONOMY	ENGLISH LITERATURE *LATIN IX. *GREEK *FRENCH *GERMAN SOLID GEOMETRY CLIMATOLOGY
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## SENIOR YEAR

ENGLISH LITERATURE II. PHYSICS I. CHEMISTRY I. PLANE TRIGONOMETRY MECHANICAL DRAWING	ENGLISH LITERATURE III. PHYSICS II. CHEMISTRY II. SPHERICAL TRIGONOMETRY MECHANICAL DRAWING	ENGLISH LITERATURE IV. PHYSICS III. CHEMISTRY III. ANALYTICAL GEOMETRY COLLEGE ALGEBRA AGRICULTURE, OR DOMESTIC SCIENCE
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1. All recitations *one hour* in length, and *five times* per week unless otherwise indicated by Arabic numerals.

2. A "UNIT" is *nine months* work in any subject reciting *five times* per week.

3. A "COUNT" is *one-third* of a UNIT.

4. A "POINT" is *one-fifth* of a COUNT.

5. This course includes 16 UNITS (48 COUNTS).

\* Not fewer than *one* and not more than *two* UNITS of this group is the requirement.

o Any *two* of these *three* UNITS is the requirement.



# NORMAL COURSE FRESHMAN YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH GRAMMAR I. LATIN I. HEBREW HISTORY ART	ENGLISH GRAMMAR II. LATIN II. GREEK HISTORY PHYSIOGRAPHY	ENGLISH GRAMMAR III. LATIN III. ROMAN HISTORY ALGEBRA I.

## SOPHOMORE YEAR

RHETORIC I. LATIN IV. ALGEBRA II. ENGLISH HISTORY I. OR MEDIAEVAL HISTORY	RHETORIC II. LATIN V. ALGEBRA III. ENGLISH HISTORY II. OR MODERN HISTORY	RHETORIC III. LATIN VI. ALGEBRA IV. BOTANY
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## JUNIOR YEAR

AMERICAN LITERATURE I. PLANE GEOMETRY I. PHYSICS I. OR CHEMISTRY I. ART	AMERICAN LITERATURE II. PLANE GEOMETRY II. PHYSICS II OR CHEMISTRY II. GEOLOGY, (DYNAMIC), OR ECONOMICS, OR ASTRONOMY	ENGLISH LITERATURE I. SOLID GEOMETRY PHYSICS III. OR CHEMISTRY III. ZOOLOGY, OR SOCIOLOGY, OR CLIMATOLOGY
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(See page 34)

# NORMAL COURSE (CONTINUED)

## SENIOR YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH LITERATURE II. PEDAGOGY (2) PSYCHOLOGY (3) SEMINARIES (2) METHODS (3) OBSERVATION WORK	ENGLISH LITERATURE III. HISTORY OF EDUCATION (4) READING (1) PSYCHOLOGY (1) SEMINARIES (2) HYGIENE (1) ORTHOGRAPHY (1) ART	ENGLISH LITERATURE IV. CHILD STUDY (2) ETHICS (3) TEACHING (4) VOCAL MUSIC (1) DOMESTIC SCIENCE (4) or AGRICULTURE (4) SCHOOL SANITATION (1)
ADDITIONAL YEAR		
AMERICAN HISTORY (3) ADVANCED PSYCHOLOGY (2) METHODS IN TEACHING (3) PHILOSOPHY OF EDUCATION (3) SCHOOL ADMINISTRATION AND SUPERVISION (3) CARE AND CULTURE OF THE BODY (2) COMMERCIAL GEOGRAPHY (4)	CIVICS (2) GENETICS AND EUGENICS (1) METHODS AND DISCIPLINE (1) COMPARATIVE STUDY OF SCHOOL SYSTEMS (3) RURAL SCHOOL PROBLEMS (2) ART AND ARCHITECTURE (2) TEACHING (5) ADVANCED PHYSIOGRAPHY (4)	INFLUENCE OF GEOGRAPHY UPON AMERICAN HISTORY (3) ADVANCED CHILD STUDY (3) W. V.A. INSTITUTIONS (2) SCHOOL CURRICULA (2) TOWN AND CITY SCHOOL PROB- LEMS (3) HISTORY OF ART AND ARCHITECTURE (2) LIBRARY WORK (1) HISTORICAL GEOLOGY (4)

## NOTES ON THE NORMAL COURSE

1. All recitations are *one hour* in length.
2. All classes recite *five times* per week unless otherwise indicated by Arabic numerals.
3. A "UNIT" is *nine months* work in any subject reciting 5 times per week.
4. A "COUNT" is *one-third* of a UNIT.
5. A "POINT" is *one-fifth* of a COUNT.
6. The above course of study includes 16 UNITS or 48 COUNTS.

Let it be understood that the Normal Diploma for the class of 1912 will be issued on the completion of the first *four years* of the above course, (Freshman, Sophomore, Junior, and Senior).

For explanation of the "Additional Year" of the Normal Course see pages 23, 24, 25, 26 in this catalogue, printed in colored ink.

## PREPARATORY WORK

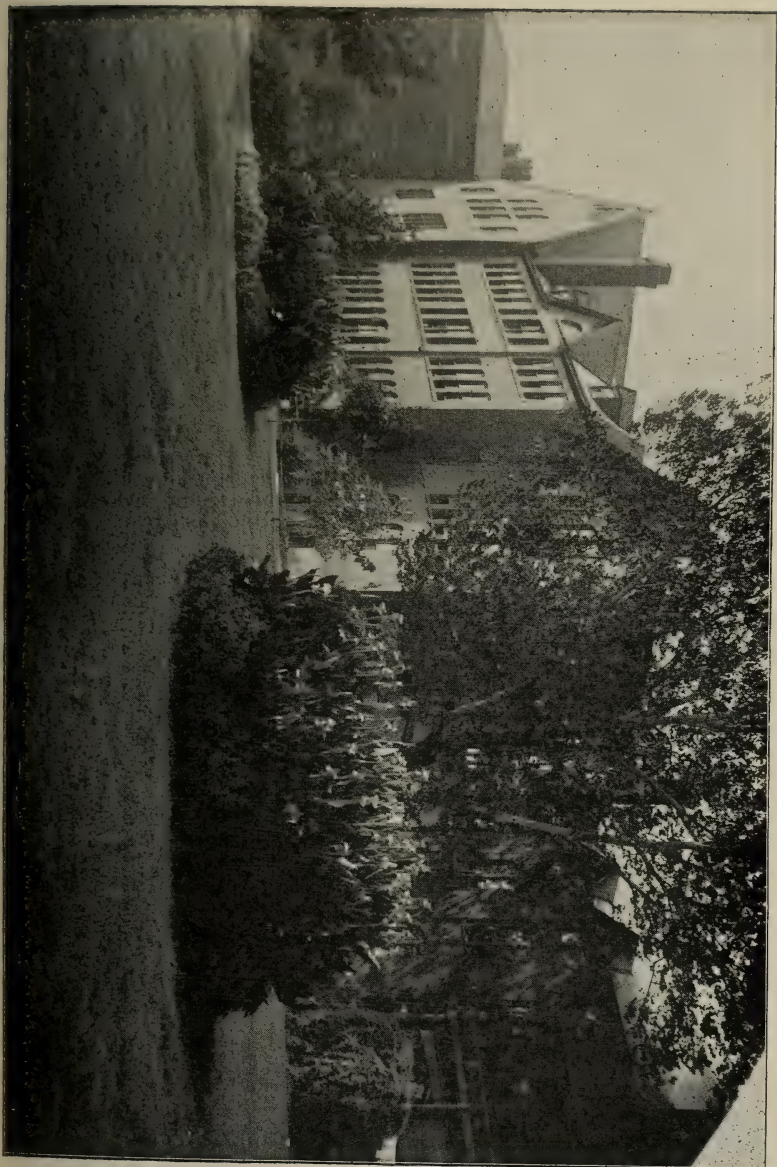
Those who are not far enough advanced in their studies to enter the Freshman year will find work to suit them in the preparatory year, where the following subjects are taught:

- |                         |                  |
|-------------------------|------------------|
| 1. Spelling             | 6. Grammar       |
| 2. Reading              | 7. U. S. History |
| 3. Arithmetic (Written) | 8. Penmanship    |
| 4. Arithmetic (Mental)  | 9. Physiology    |
| 5. Geography            | 10. Composition  |

## TEACHERS REVIEW WORK

Arithmetic, Written.....	Any Good Book	3 months
Arithmetic, Mental.....	Brooks	3 months
Bookkeeping.....	Budget System	3 months
Civil Government.....	Any Good Book	3 months
Geography, Political.....	Any Good Book	3 months
Geography, Physical.....	Tarr	3 months
Grammar.....	Reed & Kellogg	3 months
History, United States.....	Any Good Book	3 months
History, General.....	Any Good Book	3 months
History, Greek .....	Any Good Book	3 months
History, Roman.....	Any Good Book	3 months
History, English.....	Any Good Book	3 months
Drawing.....	No Text Required	3 months
Orthography.....	Text Prepared by the President...	3 months
Penmanship.....		3 months
Physiology.....	Any Good Book	3 months
Theory & Art of Teaching. White		3 months

Teachers and prospective teachers taking "review work" are not limited to four subjects, not even to five, if they can carry more without injury to themselves. We take it for granted that they know better than we do what review they need and how much they can do.







## THE WORK OF THE COURSES OUTLINED

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The work of the school is organized under fourteen heads known as departments, which are:

- |            |                           |
|------------|---------------------------|
| 1. ART     | 8. HISTORY                |
| 2. MUSIC   | 9. BIOLOGY                |
| 3. LATIN   | 10. EDUCATION             |
| 4. GREEK   | 11. EXPRESSION            |
| 5. FRENCH  | 12. MATHEMATICS           |
| 6. GERMAN  | 13. GEOGRAPHY and GEOLOGY |
| 7. ENGLISH | 14. PHYSICS and CHEMISTRY |

In outlining the work under the various departments the plan adopted is, to refer to consecutive terms under any subject by means of Roman numerals. For example: Latin I. means the first term of the first year work in Latin; Latin II. means the second term of the first year work; Latin III. means the third term of the first year work; Latin IV. means the first term of the second year work, and so on up to Latin XII., which means the third term of the fourth year work. The same is true of Greek, German, French, Physics, Geometry, and all other subjects covering more than one term.

The word "term" is used in the sense of "*quarter*," or three months, approximately. The "*fall term*", or quarter, covers *fourteen weeks*, the "*winter term*" less than *twelve weeks*, the "*spring term*" even *twelve weeks*, a total of about *thirty-seven weeks*. The "*summer term*" is really but a *half term*, being a day or two less than six weeks, usually.

By a "*Unit*", as used in this school, is meant, the work of *thirty-seven weeks*, *five recitations per week*; in all, including examinations, *one hundred and eighty-five recitations*, each *one hour* in length. In other words a "*Unit*" represents *one-hundred and eighty-five hours* of class work.

*One-third* of a "*Unit*", or three months work on the same basis as the "*Unit*", is referred to here as a "*Count*", which represents practically *sixty-two hours* of class work.

*One-fifth* of a "*Count*", the amount of work done in a term, recitations but *once per week*, is referred to as a "*Point*", which represents *twelve and one-half hours* work.

All recitations are *one hour* in length.

The following is a detailed outline of the work of the courses:

## ENGLISH

### FRESHMAN YEAR.

ENGLISH I. Advanced grammar: Verbs, Verb phrases, Infinitives, Participles, Adverbs, Prepositions and Conjunctions, analysis and parsing. Composition work continued. Reading Irving's Sketch Book. *Carpenter's Grammar* is the text used.

ENGLISH II. *The Sentence and the Paragraph*. This is a course in analysis and composition. The structure of the sentence is studied logically by analytic detail. Daily themes consisting of a single paragraph of fifty to one hundred words form an important part of the work of this course. The Vicar of Wakefield is read out of class, and one recitation period of each week is given to a discussion of the story from the various points of view which it affords. *Kimball's English Sentence*, as far as Infinitives, is the text used.

ENGLISH III. *The Sentence and the Paragraph*. The analytic study of the sentence completed. Scott's *Ivanhoe* is read out of class, with class treatment as in I, except that topics will be assigned for special reports. *Kimball's English Sentence*, completed..

### SOPHOMORE YEAR.

ENGLISH IV. Exercises in the correct use of Nouns and Pronouns; practice in writing narratives and descriptions (The usual requirement in Composition in Rhetoric I and II, is a theme of 300 to 400 words once a week. Occasionally a longer theme is substituted for one or more shorter ones); a study of specimens of narration and exposition in good literature; a study of George Eliot's "Silas Marner" as a narrative with a plot. (Some of the literature studied in Rhetoric I, II and III, is read out of class, and some of it is read in class; all of it is covered by oral and written exercises that thoroughly test the student's knowledge of the work.) *Text—Hill's Beginnings of Rhetoric and Composition*.

ENGLISH V. Exercises in the correct use of Verbs, Adjectives, Adverbs, Prepositions, and Conjunctions; a study of the qualities of expression; practice in writing narratives, descriptions, and expositions; a discussion of the forms of poetry; a study of short selections as specimens of different kinds of versification; a brief study of Coleridge's "Rime of the Ancient Mariner" and Shakespeare's "Julius Caesar." *Text—Hill's Beginnings of Rhetoric and Composition*.

ENGLISH VI. A further study of diction and the forms of composition; daily practice in writing themes; a study of Macaulay's "Life of Johnson," and Burke's "Speech on Conciliation with America." Particular attention will be given to theme work in this course.

## JUNIOR YEAR.

X ENGLISH VII. AMERICAN LITERATURE I. This course is mainly historical, at the close of which special attention will be given to the writers of the Revolution. The drift of English Literature in the Seventeenth and particularly the Eighteenth century is held in view for comparative or historical reasons. The course is given principally by lecture varied with frequent quizzes and discussions. Class discussions are particularly encouraged, and every effort is made to insure that vital touch with subject so necessary in a soulful study of literature. The library has been supplemented by numerous reference works. The composition courses of this course consist of minor themes, and one major theme of not less than two thousand words to be handed in at the close of each term.

The Major Theme is designed specifically to develop independent thinking and research. Throughout the course in American and English Literature this theme as required, is made one of the distinctive features of the student's work. The subject is assigned at the opening of each term, and with this a sufficiently complete bibliography is noted. From this moment independence in both research and treatment is encouraged. The adoption of this theme has been abundantly justified by experience. It invariably stimulates the earnest student towards healthful and vigorous self assertion. A type written copy of this theme is required.

The object of the minor themes is two-fold. One of these themes will consist of 1500 words or more, the subject bearing directly upon the work more specifically in hand. In the study of Chaucer, for instance, there is not sufficient time to elaborate in class the social and political conditions prevailing during his life. A carefully prepared paper on that subject materially assists the student in a more enlightened understanding of Chaucer's works. Besides this theme, briefer ones, consisting of about 200 words, will be required, every alternate Friday. The object of these is to test and further strengthen the student's ability to apply the principles of Unity, Mass and Coherence. Practical lectures will aim to make clear that these principles of composition are fundamental, that they are not arbitrary and mechanical regulations, but that they are inherent laws necessarily connected with clarity in expression, written or oral.

X ENGLISH VIII. AMERICAN LITERATURE II. This course embraces a hand to hand study of the leading American poets and prose writers. Very little time will be devoted to biographical detail. Minor and major themes required.

X ENGLISH IX. ENGLISH LITERATURE I. This course embraces a historical review of early English Literature, for which ample library reference is afforded, and also a study of the minor works of Chaucer, with the reading of "The Prologue" and the "Knight's Tale" of the Canterbury Tales.

## SENIOR YEAR.

ENGLISH X. ENGLISH LITERATURE II. Historical review of literature from Chaucer to Shakespeare. The significance of the writings of Surrey and Wyatt particularly noted. The development of the English Drama, Spencer's Fairy Queen; Cantos I. and II. read in class. Shakespeare. Minor and major themes required.

ENGLISH XI. ENGLISH LITERATURE III. Milton, Dryden, Pope, and the literature of the Eighteenth century. Critical study by lecture on contrast in spirit between Elizabethan and Eighteenth century literature. Major and minor themes required.

ENGLISH XII. ENGLISH LITERATURE IV. Poetry of the Nineteenth century. Bronson's English Poems used in this course. This course is particularly designed to inspire critical and appreciative study of the great English poems from the Lyrical Ballads to Rossetti. Minor and major themes directly applicable to the work in hand required.

## MATHEMATICS

## FRESHMAN YEAR.

ARITHMETIC. One term of three months is given to arithmetic this year in whatever form the special needs of the class from year to year require. It is chiefly work on the principles of arithmetic, mental and written.

ALGEBRA I. The four fundamental operations, special cases of multiplication, factoring. *Milne's Standard Algebra* to page 119.

## SOPHOMORE YEAR.

ALGEBRA II. Factoring reviewed, divisors and multiples, fractions, simple equations. *Milne's Standard Algebra* from page 119 to 176.

ALGEBRA III. Solution of equations of the first degree containing two or more unknown quantities, graphic solutions, involution, evolution, fractional and negative exponents, radicals. *Milne's Standard Algebra* from page 176 to 279.

ALGEBRA IV. Quadratic equations, graphic solutions, general review, ratio and proportion, progressions, elementary treatment of inequalities, variables, binomial theorem, use of logarithms, permutations and combinations. *Milne's Standard Algebra* from page 279 to the end.

## JUNIOR YEAR.

GEOMETRY I. Plane Geometry. Demonstrations of theorems, constructions and demonstrations of problems, (lines, triangles, quadrilaterals, polygons and circles). *Milne's Geometry*, Books I and II.

GEOMETRY II. Plane Geometry. Ratio and Proportion, demonstrations of theorems, constructions and demonstrations of problems, including length of lines and areas of triangles, parallelograms, trapezoids, regular polygons and circles. *Milne's Geometry*, Books III., IV., V. and VI.



GEOMETRY III. Solid Geometry. Demonstrations of theorems and problems, including planes, dihedral and polyhedral angles, prisms, pyramids, similar and regular polyhedrons, cylinders, cones and spheres. *Milne's Geometry*, Books VII., VIII., IX.

#### SENIOR YEAR.

The work of this year is elective according to the course the student may choose.

TRIGONOMETRY I. Plane Trigonometry. Definitions of trigonometric functions and ratios, functions of 0, 30, 45, 60, 90, etc., degrees, formulas for the sine, cosine, tangent and cotangent of the sum and difference of two angles, for twice an angle and half an angle, antitrigonometric functions, the use of trigonometric tables and the solution of right and oblique triangles. *Wells Plane Trigonometry*.

TRIGONOMETRY II. Spherical Trigonometry. Derivation of formulas for right and oblique spherical triangles, Napier's rules, six cases of oblique triangles, area of spherical triangles, geographical and astronomical problems. *Wells Spherical Trigonometry*.

ALGEBRA VI. (COLLEGE ALGEBRA). The course in College Algebra includes the following required subjects: Inequalities, indeterminate equations, mathematical induction, logarithms, undetermined coefficients, partial fractions, general discussions of the binomial theorem, the exponential and logarithmic series, theory of equations.

The subjects—convergence of series, summation of lines and determinates, will be optional. *Wells University Algebra*.

ANALYTICAL GEOMETRY. Plane Analytical Geometry, co-ordinates. loci of equations, the straight line, parallels and perpendicular—the circle, parabola, ellipse and hyperbola, tangents and normals, poles and polars *Nichols' Analytical Geometry*.

#### HISTORY

This department includes History, Civics, Economics and Sociology.

The History work includes West Virginia History, United States History, Bible History, History of Greece and the Orient, Rome, Europe, and England. The student must master the text, due emphasis being placed upon the study of government, and acquire a satisfactory knowledge of historical geography from the use of outline maps, blackboard drawings, wall charts, etc. Collateral reading involving references to secondary authorities and selected sources, not less than 500 pages, is required. More of this kind of work is demanded from advanced than from elementary classes. Bi-weekly written reports are made as to the amount read. Topics and search questions are assigned for study and written reports, it being the aim to make this sufficient to necessitate the requisite amount of reading, to stimulate the interest of the student, and to develop

the judgment of the pupil with reference to the importance of leaders, measures, periods and nations. Lectures are sometimes given, but the time for class work is principally devoted to quizzes, papers upon topics previously assigned for investigation and class discussion.

The work in Economics, Sociology and Civics is pursued in a similar way.

The following is a list of the courses given in this department:

1. THE UNITED STATES TO 1776.
2. THE UNITED STATES 1776-1829.
3. THE UNITED STATES SINCE 1829.
4. THE UNITED STATES—A Teacher's Review Course.
5. THE HEBREWS—From Abraham to the Absorption of Judea by Rome.
6. THE ORIENT AND GREECE. Text—Botsford's *History of the Orient and Greece*.
7. ROME. Text Morey's *Outlines of Roman History*.
8. THE MEDIAEVAL PERIOD. Text Harding's *Essentials of Mediaeval and Modern History*.
9. THE MODERN PERIOD. Text—Harding's *Essentials of Mediaeval and Modern History*.
10. ENGLAND TO 1603. Text—Cheyney's *Short History of England*.
11. ENGLAND SINCE 1603. Text—Cheyney's *Short History of England*.
12. WEST VIRGINIA. Texts—Lewis *History and Government of West Virginia* and Fast and Maxwell's *History and Government of West Virginia*.
13. CIVICS. A study of American Government; Contrasts with European forms. Text—Willoughby's *Rights and Duties of American Citizenship*.
14. ECONOMICS. The Principles of Political Economy. Text—Laughlin's *Elements of Political Economy*.
15. SOCIOLOGY. Society; its Development, Relationships and Problems. Text—Small and Vincent's *Introduction to the Study of Society*.

## LATIN

In the work of this department and of Greek there is a constant effort to lead the student to realize the vital connection existing between English and the classical language, as well as to appreciate the literary and historic value of the masterpieces he reads. Good maps and pictures supplement the class room instruction. The library is well supplied with works for reference and parallel reading.

The work of these departments is made practical. Those who are fitting themselves to teach in our public schools may gain from a careful study of classics, ease, accuracy, and variety of expression in the use of English as well as broad mental culture.

LATIN I. Bennett. First Year Latin. Lessons I. to XXXVII.

LATIN II. Bennett, Lessons XXXVII. to LXVIII.

LATIN III. Bennett, Lessons LXVIII. to LXXII. Caesar, Book II.  
in Bennett.

LATIN IV. Caesar, Book I. Prose Composition, Bennett, Preparatory Latin Writer.

LATIN V. Caesar, Books III-IV. Prose Composition as above.

LATIN VI. Cicero against Catiline. Orations I-III. Prose Composition as above.

LATIN VII. Cicero against Catiline, Oration IV. The Manilian Law and the Archias. Prose Composition.

LATIN VIII. Vergil, Aeneid, Books I-III. Prose Composition.

LATIN IX. Vergil, Aeneid, Books IV-VI. Prose Composition.

LATIN X. Horace.

LATIN XI. Livy.

LATIN XII. The work varies from year to year.

Courses I., II., and III., comprising the work of the first year, cover pronounciation, inflection, vocabulary, syntax and easy translation from Latin into English and English into Latin.

Courses IV. and V. have as their particular object facility in translation. They embrace, as leading to this end, a thorough review of inflection and syntax, and a study of the history and geography involved in Caesar's Commentaries.

In Courses VI. and VII., in addition to the emphasis placed all the way through on form and syntax, attention is given to the elements of Cicero's eloquence, and the condition of the Roman Commonwealth.

Courses VIII. and IX. lay particular stress upon scansion, figures, and mythology.

The effort, through these nine courses, is to secure such mastery of form and syntax that the words of the authors taken up in courses X., XI., and XII. may be studied chiefly as vehicles of thought and masterpieces of literature.

## GREEK

The work in Greek covers 3 years, or 9 units, 5 recitations per week, of one hour each.

GREEK I. First Greek Book, 41 lessons. Text—*White*.

GREEK II. First Greek Book, lessons 42-72 inclusive. Text *White*.

GREEK III. First Greek Book completed; Xenophon's Anabasis, Book I., first 5 chapters. Prose Composition, 10 lessons, Texts—*White*; Anabasis, *Harper and Wallace*; Prose Composition—*Gleason*; grammar, *Hadley-Allen*.

GREEK IV. Anabasis, Book I. completed. Book II. Prose composition, 10 lessons. Texts—*Harper and Wallace*; *Hadley-Allen*; *Gleason*.

GREEK V. Anabasis, Books III. and IV. Homer's Iliad, Book I.

412 lines. Prose composition, 10 lessons. Texts—*Harper and Wallace; Hadley-Allen; Gleason; Iliad, Seymour.*

GREEK VI. *Iliad*, Book I. completed; Books II. and III., with selections from Book VI. Prose composition, 10 lessons. Texts—*Seymour, Hadley-Allen, Gleason.*

GREEK VII. *Lysias* four orations. Prose composition, 10 lessons.

GREEK VIII. Selections from *Herodotus*. *Thucydides*, and *Xenophon's Memorabilia*. Prose composition, 10 lessons.

GREEK IX. *Plato*, *Apology* and *Crito*. Prose composition. 10 lessons.

Courses I. and II. involve thorough drill in pronunciation, accent, inflection and vocabulary.

In Course III. connected translation is begun, accompanied by a thorough review of form and syntax. The principal parts of 90 irregular verbs are memorized.

In Courses IV. and V. an effort is made to acquire a good working knowledge of Attic form and syntax; in Course VI. particular attention is given to the Homeric dialect and idiom, and to figures, Scansion, and mythology.

Beginning with Course II., sight reading in the New Testament is done once a week. Text—*Westcott & Hort.*

In the work of the second and third years, a constant effort is made to lead the student to comprehend and estimate correctly the literary, historical and ethical merits of the masterpieces he studies; to teach him to regard them as vehicles of thought, and as a stimulus to clear thinking.

## GERMAN

OUTLINE.- GERMAN I. Elements of German. Text—*Becher Rhoades*. First 25 lessons. Exercises daily in pronunciation based on *Victor's* and *Klinghardt's* Methods.

GERMAN II. *Becher-Rhoades* Elements of German completed. Sight reading.

GERMAN III. Memorizing poetry. Reading "*Immensee*," "*Germelshausen*," "*Der Lindenbaum*" alternating with "*Im Vaterland*."

GERMAN IV. Reading and discussion in German; "*Willkommen in Deutschland*." Study of Idioms. German Grammar—*Thomas*.

GERMAN V. Reading, "*Hoher Als Die Kirche*," "*Der Neffe als Onkel*." German Composition. Study of Idioms.

GERMAN VI. "*Die Yungfrau von Orleans*," "*Geschichten vom Rhein*."

GERMAN VII., VIII., and IX. Lessing's "*Minna von Barnhelm*," Schiller's "*Wilhelm Tell*;" Goethe's "*Herman and Dorothea*," Hatfield's "*Lyrics and Ballads*," original composition work.

GERMAN X., XI., XII. Schiller's "*Wallenstein's Tod*;" Lessing's "*Nathan der Weise*;" Goethe's "*Egmont*;" Heine's *Poems*; Parallel



Reading; Scherer's *Geschichte der Deutschen Literatur*; Goethe, by Carl Heineman. Schiller. Wychgram, *Deutsche Literatur geschichte*; Robert Koenig.

## FRENCH

FIRST YEAR. Grammar, *Fraser and Squair*. Two hundred pages. Reading. First Term: "Le Chien du Capitaine," *Enault*.

SECOND TERM. "Mon Oncle et Mon Cure," *La Brete*, with composition work based upon it.

THIRD TERM. "La Belle Nivernaise," *Daudet*, with composition work.

SECOND YEAR. Grammar. *Fraser and Squair*, completed.

Reading. First term: "Tartarin sur Les Alpes," *Daudet*.

SECOND TERM. "Le Roi des Montagnes," *About*.

SECOND TERM. "La Tulipe Noire," *Dumas*.

THIRD TERM. "Quatre-Vingt-Treize," *Hugo*. Composition and dictation through the year.

THIRD YEAR. Grammar reviewed. Reading. Verse and drama.

Special attention given to the works of Hugo, Moliere and Racine. Composition through the year.

FOURTH YEAR. Grammar work in connection with composition continued. Various of the classics, the selections varying from year to year, are read in the fourth year; frequent drills in sight reading and composition based upon the classic being studied are made a distinctive feature of the work. French literature as a literature receives liberal attention in this year, and French authors and their writings receive individual attention in addition to the study of French literature as a whole.

## EXPRESSION

Expression is the art of the spoken word.

The impulse to express starts in the mind. The agents of the impulses are the body and the voice.

Correct expression is acquired through mental, physical and vocal culture.

There are two methods of training, psychological and technical.

The study of expression is the study of personal culture. It develops concentration, grace and power. "The scope of interpretation includes the development of the whole being that it may be a faultless medium in the expression of the author's thought."

The system of training used in this department is that taught in the Emerson College of Oratory, Boston, Mass.

Students will be given credit for work at Emerson College, to the following extent:

Class lessons: Hour for hour, subject for subject.



Private lessons: Credit for each lesson two hours each.

The course for graduation comprises three years or nine terms of work. (A term's work is three months.) On the completion of the course, diplomas will be awarded.

#### COURSE OF STUDY.

##### *FIRST YEAR.*

Evolution of Expression (Four Vols.)

Voice Culture.

Drills in Oratory.

Dramatic Art.

One private lesson.

##### *SECOND YEAR.*

Interpretation

Voice Culture.

Analytical study of Hamlet.

Dramatic Art (Early English or Modern play).

One private lesson.

##### *THIRD YEAR.*

Poetic Interpretation.

Scene Work in Hamlet.

"As You Like It" or "Macbeth."

Dramatic Art (Analysis and Impersonation).

One private lesson (Arrangement of a play, or book, for presentation.)

In addition, there will be one period every two weeks devoted to recital work for both classes. Students will present work for criticism of the instructor. These periods are free to visitors.

The "Physical Culture Club for Young Ladies" will meet *once per week*. The work will consist of general exercises, stretching exercises, breathing exercises, walking, marching, and practical talks on "Personal Hygiene". The fee is \$1.00 per term of three months

The "Demosthenian Club" is intended for young men only, for practice in extemporaneous speech and debate, and is limited in number to *twenty-five*. The club meets *once per week*, and has made the head of the Department of Expression their instructor, or "coach", as they prefer to call it. The fee is \$1.50 per term of three months.

#### MANUAL ARTS

Under this head are included all of the Art and Manual activities, such as, Drawing, Painting, Designing, and the constructing of objects in the various materials suitable for school work.

The work of this department is our reply to the demands made upon schools of this grade by our foremost educators and the world's really practical men in all the walks of life.

The Educator recognizes a distinct educational value in the Manual Arts—the close relation between thought and action.

The Private Citizen recognizes the need for more aesthetic training that will show itself in our homes, buildings, city streets, and parks.

The Mechanic understands that the sale of his products in the markets of the world depends upon their artistic merit.

The Statesman recognizes the economic value of the arts.

The value of Manual Arts to each individual lies in the training of the mind, eye, and hand, cultivating the taste, and adding to the pleasures of life.

**REQUIREMENTS.** Credit for each year's work is required for admission to a higher class, unless on examination one is found qualified.

For home study write the head of the department for suggestions.

#### FRESHMAN YEAR.

Principles of free hand drawing of plants, involving growth, branching, foreshortening, structure, texture, color and composition. Principles of object drawing, involving position, proportion, and form.

Materials: Drawing paper, pencils, and water colors.

#### JUNIOR YEAR.

Principles of object drawing involving position, proportion, form, foreshortening, convergence, light, shade and color.

Perspective, linear and aerial.

Constructive drawing and design.

Materials used: Drawing paper, drawing pencils, water colors, drawing board, rule, and compass.

#### SENIOR YEAR.

Methods of presentation of all subjects under head of Manual Arts.

Theory of color and design, constructive drawing, construction in paper, card board, leather, thin metal and wood, design applied, art as related to the home, and art history.

#### MECHANICAL.

Symbols.

Use of Instruments.

Geometric Drawings.

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Free Hand Sketching.

Working Drawings.

Patterns.

Free Hand Sketching Machinery.

Projections.

Lettering.

Working Drawings.

Blue Printing.

Architectural Drawing.

Machine Drawing.

Special classes are organized for students wishing to take up Art as a profession, or for pleasure.

A two years preparatory course is given for the benefit of students wishing to take up designing, portraiture, landscape painting, and illustrating.

A two years course is given for students wishing to prepare for special art teachers or supervisors.

A certificate is awarded on satisfactory completion of this course.

Advance work in art is given in Normal Graduate Year.

## PHYSICS AND CHEMISTRY

One year is given to each of these subjects. The courses consist of three one hour recitations and two two-hour laboratory periods each week, though this division of the work will be changed in order to provide additional time either for class work or the laboratory, as occasion demands.

A new laboratory has been equipped, materially increasing the opportunity of the student for experimental work. The chemical Laboratory provides individual desks for thirty-five to forty students at one time. The Physical Laboratory is arranged to accomodate sections of fifteen to twenty students at one time.

New apparatus and equipment is being constantly provided, both for laboratory and lecture work. A projection lantern has recently been purchased, with abundant slides for illustrative purposes. Text *McPherson and Henderson*.

### CHEMISTRY I. Fall Term.

Chemical Action; Elements and Compounds; Laws and Theory; Valence, Formulas and Equations; Acids, Bases and Salts; Chemical Calculation.

### CHEMISTRY II. Winter Term.

Chemical Action related to light, Heat and Electricity; Acids and acid forming elements; Carbon and Oxides of Carbon; Common Hydrocarbons.

### CHEMISTRY III. Spring Term.

The Metals, and common Organic Compounds. A laboratory fee of two dollars a term is required. Additional fees will be required for breakage due to carelessness. The experiments required are largely qualitative in nature, but are amply sufficient to meet college entrance requirements.

Supplementary reading and individual topics will be assigned each student during the course.

The facts, laws and theories of chemistry are emphasized, and the

applications along industrial lines given as much attention as possible.

PHYSICS I. Fall term: Measurements, mechanics of solids, liquids, gasses, molecular theory.

PHYSICS II. Winter term: Heat, magnetism, and electricity to induced currents.

PHYSICS III. Induced currents, sound, light.

A laboratory fee of one dollar a term is required. Algebra IV and Plane Geometry are necessary prerequisites to this course. At least thirty-five experiments of a quantitative nature are required of each student, fulfilling college entrance requirements. The work in the laboratory supplements the class work as far as possible. The text used, "*Gorton.*"

## BIOLOGY

**BOTANY.** Laboratory 4 hours per week. Recitation 3 hours per week. This course aims to impart to the student an insight into the life of plants—dealing with the principal topics in Botany—structure, functions, habits, classification, distribution, adaptations and uses.

The practical work in this course is conducted in small sections under the direct supervision of the head of the department. Each pupil keeps a record of notes and fully labeled drawings made at the time of original observations. The drawings should aim at simplicity, clearness and accuracy. No shading is allowed as it is believed that shading of drawings indicates equal shading in the mind of the observer. Each student is expected to gain some facility in determining the names of plants by the use of manuals. Constant practice is given in dissection by use of the simple microscope, and to a less extent, by the use of the compound microscope. The methods of teaching the subject matter and the laboratory work in the public schools is illustrated to some extent.

The plants cultivated in the three window gardens of the laboratory afford ample material for demonstration. A herbarium is being added to this equipment. The topics for laboratory study are as follows: The seed, the seedling, the root, the stem, buds, the leaf, the flower, and the fruit.

These exercises are supplemented, weather permitting, by field excursions.

Texts: "Bergen and Davis's Principles of Botany." Gray's New Manual of Botany, 7th Edition," "Vinal's Laboratory Guide."

**ZOOLOGY.** Laboratory, 4 hours per week. Recitation, 3 hours per week. This course is designed to give the student a knowledge of the general principles of Zoology and to offer a foundation for physiology. It includes a discussion of animals as regards their habits, parts, (structure and function), development and adaptations to environment. Occasional lectures are given on the most recent papers related to Zoology.

The laboratory exercises consist of a study of material which illustrates the principles taught in the class room. The common representa-



tives of each group of animals are studied and drawn. It is proposed to dissect the following animals: Locust, Clam, Worm, Fish, Frog and Pigeon.

Each student is assigned dissecting instruments and a locker in a large, well lighted laboratory on the first floor. Students in the laboratory also enjoy the advantage of seeing live specimens close at hand, as well as extensive museum collections. Special emphasis is placed on insects and why they are useful or injurious. There are over a hundred specimens of insects mounted for class work. The library adds to this rich equipment a complete set of standard reference books. Text: "Linville and Kelly."

**X AGRICULTURE.** Since agriculture is based on so many sciences it is desirable that it follow Geology, Chemistry, Botany and Zoology. Subjects are selected which concern the plants and animals that are used on the farm. The following topics are considered: Soil; Tillage; Drainage; Irrigation; Fertilizers; Nitrogen problem; Rotation of crops; Economic Plants; Plant Food; Plant Breeding; School Gardens; Variation; Heredity and principles of animal breeding.

The study of government bulletins is an important feature of the course. Many reference books have been added to the library.

It is proposed to make a museum collection to illustrate common plant diseases. A large collection of the injurious insects of the State is at the disposal of the students.

Field lessons on soil, crops, grazing, etc., are an important element of the course. Text: "Warren's Elements of Agriculture."

**FORESTRY.** (*To be taken with Agriculture*), This course will comprise the study of the trees and shrubs of this region with special reference to the woodlot. The identification of trees by external features will receive considerable attention. It is proposed to have all the species of trees in West Virginia represented on the campus. The following topics will be considered: The characteristics of forests; the forest regions of the United States; trees important in forestry; care of the woodlot; methods of reproducing forests, including pruning and grafting; tree planting; and forest laws of the United States and West Virginia.

In the field work of this course, excursions will be made to tracts of forests in the neighborhood of Huntington. Each student will be given practice in the description of the following: Woodlots; local species of trees; reproduction cuttings; thinnings and other sorts of improvement cuttings.

**PHYSIOLOGY, Advanced:** Laboratory. 1 hour per week; Recitation 4 hours per week. This course is designed for advanced students who are particularly interested in physiology and also for those who wish to lay a broad foundation for the teaching of physiology or the subsequent study of human anatomy as medical students.

The laboratory work is planned so that students may work out the results of their own observations. The examination and dissection of



the cat is taken up in the laboratory, along with the systematic study for recitation. A part of the laboratory work consists of the study with the microscope of the minute structure of the more important tissues and organs of the body. Each student is assigned a complete set of dissecting instruments, a dissecting pan and a private drawer. Note books are required which contain notes and drawings made in the course of the laboratory work. Text: "Hough and Sedgwick's "The Human Mechanism."

Students are required to take the freshman course in Drawing, or Manual Arts in preparation for work in science. The following topics are emphasized: Principles of free-hand drawing with pencil, pen, and brush; color; map-drawing; structural drawing; modeling; and block diagrams.

## GEOGRAPHY AND GEOLOGY

### 1. GEOGRAPHY

#### 1. Physiography. *Freshman Year:*

Order of Topics:

1. The Lithosphere
2. The Earth Relations
3. The Atmosphere
4. The Ocean

Selected type of land forms will be made a basis for intensive study developing, especially, the human phase, commercial and industrial, in relation to the physical—prerequisite for all courses in the department.

#### 2. Methods Course. The Teaching of Geography in the Primary Grades. *Sophomore Year. Alternate:*

*This course is designed to prepare students for teaching geography in the lower grades of the public schools.*

A study of materials to be presented in the primary grades with reasons for their selection and methods of presentation. Subject matter of special interest to children from six to twelve years of age.

The making of courses of study for primary grades.

Illustrative lessons will be given before the class from time to time by members of the class and by critic teachers in the Model School.

#### 3. Methods Course. Teaching of Geography in the Grammar Grades. *Sophomore Year. Alternate:*

*This course is designed to prepare students for teaching Geography in the higher grades of public schools.*

A study of materials to be presented in the Grammar Grades with reasons for their selection and methods of presentation.

The making of courses of study for Grammar Grades. An intensive study of North America will be made.

#### 4. Climatology. *Junior Year:*

A study of the distribution of winds, temperature, and rainfall on the earth and the factors influencing this distribution.

A deduction of principles applied to geography i. e. units showing the influence of climate upon other conditions. May be elected without electing later courses, but is a prerequisite for courses 5, 7, and 8.

#### 5. Commercial Geography. *Advanced Work.*

This course treats of the geographical control on the production and exchange of commodities and of the development of the principles underlying and guiding commercial activities.

#### 6. Teachers' Review Course.

This course includes a general review of each of the continents covering the physiography, climate, industrial and commercial development.

Type regions will be chosen for special elaboration which represent the large units in geography, and these will be made bases for comparison for regions in other parts of the work.

#### 7. Advanced Physiography.

This course supplements the students work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment will be much emphasized. In connection with each topic, the life side in its practical significance is made.

#### Order of Topics:

1. Relief features of the first and second orders.  
Subordinate topographic features.
2. Work of the Atmosphere
3. Work of Ground Water
4. Work of Running Water
5. Work of Snow and Ice
6. Lakes and Shores
7. Vulcanism
8. Crustal Movements

A special study is made of topographic maps with a view to the scientific interpretation of land forms, and other influences upon the institutional development of a country. Text "*Salisbury's Advanced Physiography.*"

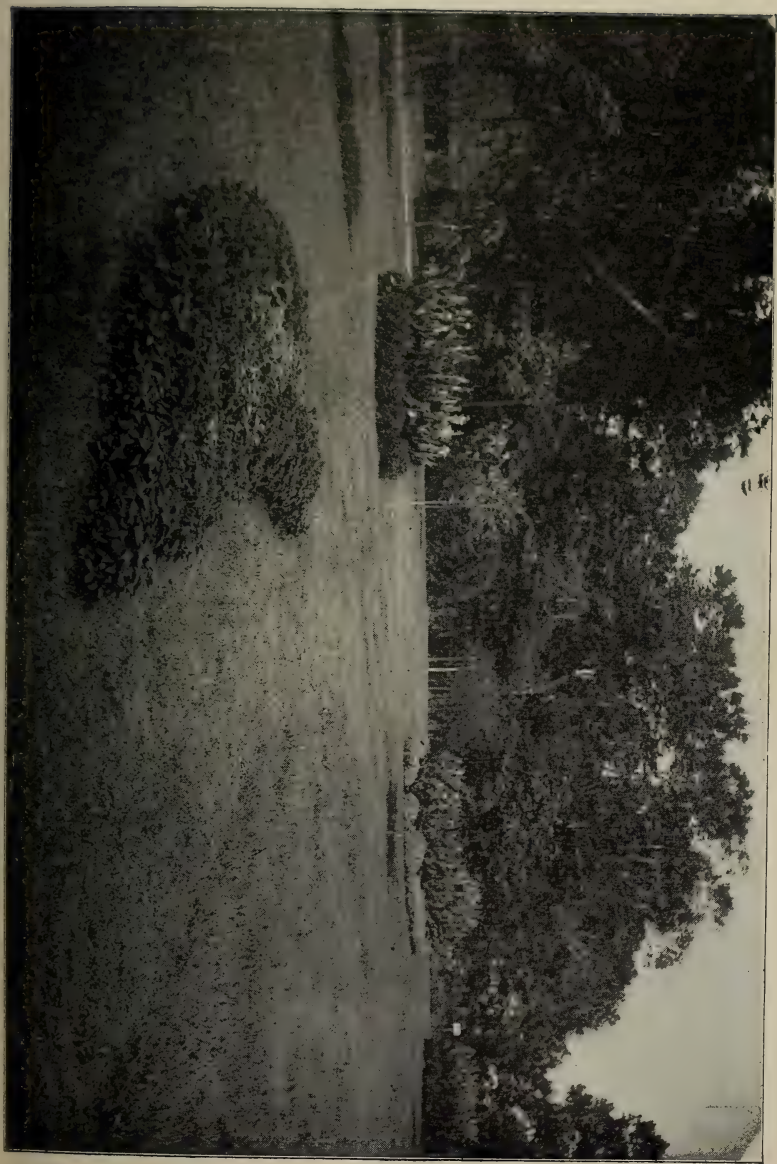
#### 8. Influence of Geography on American History.

Text: "*Senifless Geographic Influences in American History.*" ..

#### 2. GEOLOGY

#### 1. Dynamic. (*Elective*). *Junior Years*

The forces and processes which have shaped the earth and which



ENTRANCE TO CAMPUS—5th AVE. SIDE



are still at work modifying it, atmospheric, aqueous, organic and igneous agencies. Reports upon special topics, field work, the use of the lantern and photographs.

X 2. Historical. (*Elective*).

The evolution of the earth and its inhabitants, with special attention to North America.

The materials of the earth's crust, their arrangement, distribution, and economic value.

Special attention given to the structure of our own state.



**DEPARTMENT  
OF EDUCATION**

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INCLUDING  
THE MODEL SCHOOL  
THE PREPARATORY GRADES  
THE NORMAL TRAINING WORK  
AND  
THE NORMAL AND PROFESSIONAL SUBJECTS  
THIS PART OF THE CATALOGUE  
IS ISSUED ALSO IN  
A SEPARATE BULLETIN  
FOR THOSE INTERESTED  
IN THIS DEPARTMENT ONLY

## FACULTY

ANNA S. CUMMINGS, A. B., A. M., *Professional Subjects and Superintendent of Training Department.*

Colby University, Leland Stanford, Jr. University, University of Grenoble and University of Paris.

HARRIET LYON, B. E. D., M. E. D., *Supervisor of Model School.*

Edinboro State Normal Training School, Inter-State School of Methods. Work under Col. Parker, Thomas Balliet, and Alexandre Frye.

EMMA R. PARKER, B. E., *Principal.*

Greensboro Female College and University of North Carolina.

ANNA DENOON, A. B., *Assistant.*

Marietta College.

KATHARYN STAATS, *Grades IV and VI.*

Marshall College.

SYDNEY T. CORBLY, *Grade V.*

New Haven High School, Emerson School of Expression, Chicago University.

ONA ULLMAN, *Grades II and III, Model School.*

Woodsfield High School, Marietta College, and Kindergarten Course at Chautauqua, N. Y.

LILLIAN ISBELL, *Grade I., Model School.*

Huntington High School, and Teachers' College Columbia University.

E. E. MYERS, *Art.*

Pittsburg, Cincinnati, Harvard and New York University Schools of Art.

To be entirely accurate there is no such division as "The Preparatory Grades", named on the preceding page; these are nothing more nor less than the Seventh and Eighth Grades of the Model School. The division is observed because, prior to the organization of the Model School there was a "Sub-Freshman Year" to all courses, which year was a necessity owing to the number of young people, (some of them in the twenties) who come from some of the rural, and from the mountain sections of the state where school facilities have been meager till within comparatively recent years, (a condition not yet wholly overcome) and were not ready to enter the Freshman Year. Since the organization of the Model School it sounded a little embarrassing to young ladies and gentlemen in their advanced 'teens and in the lower *twenties* to assign them to work in the Model School when they could not help their limited preparation. Accordingly the 7th and 8th grades are still referred to as "The Preparatory Grades."

The organization is as follows:

The Head of the Department of Education is Superintendent of the Model School,—all the eight grades,—and is *head teacher* of Professional Subjects. She, with the co-operation of the Supervisors of the Model School, nominates all teachers to be selected in that school, the president approves, and the State Board of Regents elects. She, with the cooperation of the president and the heads of all academic departments fixes the course of study for the Model School, and has general and immediate supervisory authority and control over it. Her office adjoins the Model School rooms.

There is a Supervisor of the first six grades of the Model School, more generally known throughout the United States as a "Critic Teacher", who gives her entire time to direct and immediate supervision and to teaching in these six grades.

There is also a Supervisor of the 7th and 8th grades (Critic Teacher) who is also the regular teacher of the 8th grade.

The heads of all the academic departments are required to familiarize themselves with the work represented by their departments in the Model School; at least once per year they meet the Model School teachers, supervisors, superintendent, and the president, in formal teachers meeting for the discussion of courses of study, methods of teaching, &c., to which end each head of a department reads a formal paper or offers an extemporaneous discussion under one or both of these subjects. They also discuss text books, apparatus &c.

It will thus be seen that the work of the Model School is closely articulated and intimately associated with the advanced work of the institution, a matter of much importance if overlapping, repeating unnecessarily, and other uneconomic features are to be eliminated. The children of the eight grades of the Model School are housed in six rooms so that combined grade work can be illustrated and practiced for the benefit of the rural district "teacher prospective" and visiting teacher

or educator. These combinations are always of grades between the *first* and *seventh*, not including either of the two named. Eight recitation rooms are used, however, to accommodate needed segregations owing to irregular advancement in individual cases and in small groups. The hours for the Model School daily sessions are 8:30 to 12:30 during the fall and winter terms, and 8:00 to 12:00 during the spring term.

Something of what this school is, its work &c., may be gathered from the following letter, wholly unsolicited, and written after the observer had spent a day critically looking into that department of the work here, as the representative of "The Peabody Educational Fund." We print it without permission, trusting that we violate no custom or rule of the courteous writer:

## The Trustees of the Peabody Education Fund

811 UNION TRUST BUILDING

Washington, D. C.

OFFICE OF THE  
GENERAL AGENT

February 4, 1911

President Corbley  
Marshall College  
Huntington, W. Va.

My Dear Mr. Corbley: The visit to the College last week was unusually interesting and profitable. The training school was a revelation. How you can maintain it without any outside help was a still greater revelation. The school is effective. You have laid hold upon the secret of calling the powers of the child into free and fruitful activity. To have such an exhibit as the heart of the Normal College is a priceless achievement. If one will think but a minute he will see what an influence this must have upon the schools of the State and through them upon the generations to come. You are to be congratulated upon the training school and upon the successful development of the College as a whole. You are getting at the heart of things. It encourages one to think of the outcome. You have wrought so much into the College that this outcome must needs be far-reaching.

Yours very truly,  
A. P. Bourland.

### ADMISSION

#### 1. TO THE MODEL SCHOOL

Only children of good name,—clean of person and of habit, and free from vicious, criminal, or obscene practices—are admitted to this school so far as can be prevented; and those found guilty of things that

make them unworthy associates in the Model School are dropped from the rolls when their undesirable qualities are discovered. To be poor is no bar against any child who desires to enter this school; none is more welcome than the deserving and ambitious poor; but the line must be drawn against the filthy of person or of morals, against the vicious and the criminally inclined, and against all such as are unfitted for other reasons than those named, for mingling with children whose parents pay the extra fees charged here in order that their little ones may be surrounded with as wholesome influences as possible, and in every way possible.

**AGE:**

Children of 5 years of age and up, are admitted to this school.

Each child, no matter into which grade admitted, pays a *fee of*

*FIVE DOLLARS pre QUARTER.*

By "A Quarter" is meant *three months*. The session is divided into *three Quarters of three months each*. The cost per Session of *nine months* is, therefore,

*FIFTEEN DOLLARS*

This does not include books or stationery. These can be had at the regular prices at the college book-store which is in the same building and on the same floor.

**2. TO THE PREPARATORY GRADES**

This division, as stated above, is but the 7th and 8th grades of the Model School. Admission, therefore, does not depend upon the age, but upon the advancement of the applicant.

The Fees for this division are the same as those charged for admission of the first six grades—

*FIVE DOLLARS per QUARTER.*

All fees for this division, and for the Model School proper, are payable *by the Quarter, in advance*, (at the opening of each Quarter.)

**3. TO THE NORMAL TRAINING WORK**

To this division of the work are admitted only members of the senior class who are carrying the normal course of study.

The Fees are only those connected with the regular normal course, \$3.00 per quarter.

**4. TO THE NORMAL PROFESSIONAL SUBJECTS**

To this division are admitted only those who have completed the normal Junior Year or its equivalent. Fees \$3.00 per quarter, (just the enrollment fee for the Senior Year).



# NORMAL COURSE

## FRESHMAN YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH GRAMMAR I. LATIN I. HEBREW HISTORY ART	ENGLISH GRAMMAR II. LATIN II. GREEK HISTORY PHYSIOGRAPHY	ENGLISH GRAMMAR III. LATIN III. ROMAN HISTORY ALGEBRA I.

## SOPHOMORE YEAR

RHETORIC I. LATIN IV. ALGEBRA II. ENGLISH HISTORY I. OR MEDIAEVAL HISTORY	RHETORIC II. LATIN V. ALGEBRA III. ENGLISH HISTORY II. OR MODERN HISTORY	RHETORIC III. LATIN VI. ALGEBRA IV. BOTANY
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## JUNIOR YEAR

AMERICAN LITERATURE I. PLANE GEOMETRY I. PHYSICS I. OR CHEMISTRY I. ART	AMERICAN LITERATURE II. PLANE GEOMETRY II. PHYSICS II OR CHEMISTRY II. GEOLOGY, (DYNAMIC), OR ECONOMICS, OR ASTRONOMY	ENGLISH LITERATURE I. SOLID GEOMETRY PHYSICS III. OR CHEMISTRY III. ZOOLOGY, OR SOCIOLOGY, OR CLIMATOLOGY
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(See page 60)

# NORMAL COURSE (CONTINUED)

## SENIOR YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH LITERATURE II. PEDAGOGY (2) PSYCHOLOGY (3) SEMINARIES (2) METHODS (3) OBSERVATION WORK	ENGLISH LITERATURE III. HISTORY OF EDUCATION (4) READING (1) PSYCHOLOGY (1) SEMINARIES (2) HYGIENE (1) ORTHOGRAPHY (1) ART	ENGLISH LITERATURE IV. CHILD STUDY (2) ETHICS (3) TEACHING (4) VOCAL MUSIC (1) DOMESTIC SCIENCE (4) or AGRICULTURE (4) SCHOOL SANITATION (1)
ADDITIONAL YEAR		
AMERICAN HISTORY (3) ADVANCED PSYCHOLOGY (2) METHODS IN TEACHING (3) PHILOSOPHY OF EDUCATION (3) SCHOOL ADMINISTRATION AND SUPERVISION (3) CARE AND CULTURE OF THE BODY (2) COMMERCIAL GEOGRAPHY (4)	CIVICS (2) GENETICS AND EUGENICS (1) METHODS AND DISCIPLINE (1) COMPARATIVE STUDY OF SCHOOL SYSTEMS (3) RURAL SCHOOL PROBLEMS (2) ART AND ARCHITECTURE (2) TEACHING (5) ADVANCED PHYSIOGRAPHY (4)	INFLUENCE OF GEOGRAPHY UPON AMERICAN HISTORY (3) ADVANCED CHILD STUDY (3) W. VA. INSTITUTIONS (2) SCHOOL CURRICULA (2) TOWN AND CITY SCHOOL PRO- BLEMS (3) HISTORY OF ART AND ARCHITECTURE (2) LIBRARY WORK (1) HISTORICAL GEOLOGY (4)

## NOTES ON THE NORMAL COURSE

1. All recitations are *one hour* in length.
2. All classes recite *five times* per week unless otherwise indicated by Arabic numerals.
3. A "UNIT" is *nine months* work in any subject reciting 5 times per week.
4. A "COUNT" is *one-third* of a UNIT.
5. A "POINT" is *one-fifth* of a COUNT.
6. The above course of study includes 16 UNITS or 48 COUNTS.

Let it be understood that the Normal Diploma for the class of 1912 will be issued on the completion of the first *four years* of the above course, (Freshman, Sophomore, Junior, and Senior).

For explanation of the "Additional Year" of the Normal Course see pages 23, 24, 25, 26 in this catalogue, printed in colored ink.

## THE NORMAL TRAINING WORK AND PROFESSIONAL SUBJECTS

The work of this department includes:

1. Psychology.
2. Pedagogy.
3. Methods.
4. Ethics.
5. History of Education.
6. Sight Reading in Music.
7. Normal Art.
8. Observation and Teaching.
9. School Visiting.
10. The Seminaries.

### *PSYCHOLOGY*

Because we believe that all intelligent school work is based upon the principles of Psychology, the year's curriculum begins with this study. James' lectures are used as a text, supplemented by other authors as the study develops. The subjects especially treated are habit, attention, heredity, will, instinct and emotion. The course in Educational Psychology, which follows later applies the principles considered immediately to the education of the child.

### *PEDAGOGY*

This subject is treated from a psychological point of view, since we believe this to be the basis of all true pedagogy. The principles of teaching are discussed especially from the standpoint of their bearing upon the general and class-room methods. The text is *Boyer's Pedagogy*. The required readings are from the best practical educators of the day.

### *METHODS*

The work in Pedagogy is supplemented throughout the year by lectures upon the teaching of every subject included in the common school curriculum. Members of the class are encouraged to ask questions and to discuss, in class, their own methods and experiences, and to compare notes as to results, thereby gaining mutual benefit. The advantages of these lectures and discussions are seen at once in the work of the student teachers in the Model School. Many texts are used as references upon the various subjects discussed.

A note book is kept throughout the entire year, containing lesson plans, suggestions and other material gathered as the work progresses. This book, after being passed upon, is returned to the student who retains

it for future reference when the work of independent teaching is actually begun.

### X ETHICS

Theoretical Ethics is considered at first with a view to finding the nature and authority of the moral standard. This is followed by a consideration of the practical side as applied to the life of the individual and to the moral training of children. Especial effort is made to impress upon teachers the need in our schools for the Ethics which make for clean, wholesome and sane living. *Mackenzie's Manual of Ethics*, is the class text. The required readings include various books by the best authorities of the day.

### X HISTORY OF EDUCATION

In this course the purpose is to give students a general knowledge of some of the most important epochs in educational progress, by means of the study of the lives of famous early educators. The advantages of the course are two-fold: Inspiration comes from familiarity with the teachings and experiences of the pioneers, and a knowledge of their mistakes and failures serves as a safeguard to the young teacher. The text books used are *Seeley's History of Education* and *Quick's Educational Reformers*. A large amount of required reading is added.

### WRITING

The vertical slant system is used and every student is obliged to demonstrate, by means of a book, his ability to write legibly and clearly.

### SIGHT READING IN MUSIC

The course in sight reading is intended to fit the student for teaching the elements of music in the public schools. At the close of the course he must have some degree of skill in tone perception, must know something of the principles of deep breathing and breath control, and must be able to pass an examination on simple technique.

He must also have at his command a good theory of teaching which he is able to put into practice in the training of children, and must therefore, be able to read simple music at sight.

### X NORMAL ART

This course embraces the methods of presentation of all subjects under the head of Manual Arts, including, theory of color and design, constructive drawing, construction in paper, card-board, leather, thin metal



and wood; with the design applied. It also includes the principles of free hand drawing and art as related to the home as well as art and history.

At the completion of this course all notes and drawings will be incorporated into a book which will be of great value to the teacher in his future work.

Two terms of drawing are required for entrance to the Normal Course in Art.

## *X OBSERVATION AND TEACHING*

The opportunity for observing and sharing in the actual teaching of children belongs only to those institutions which are able to support a model school. That the requirements at Marshall College are rigid only goes to show the high estimate which is placed upon an opportunity of this kind. We regard the Model School as the laboratory of the training department, for the young teacher.

It is not enough to listen to and absorb the theories of the instructor; he should have a chance to observe for himself the practical working of these theories. Not only this, he should have as wide and comprehensive a view as possible. Here the Model School plays a most important part. No amount of theory or observation takes the place of actual practice.

The teacher who has had little or no experience goes into his first school full of enthusiasm it may be, but with many serious lessons to learn.

It is far better that these lessons be learned as quickly as possible and under the direction of a supervisor whose business it is to find defects and to point them out. He is not left to himself to learn his lesson through needlessly bitter experience and unnecessary expenditure of time.

If he has entertained too high an estimate of his own qualifications, this is soon modified by the growing knowledge of the real demands upon him; on the other hand, his more intelligent view of the problems presented and the possibilities of meeting them give him a confidence in himself which is justified by the new power growing within him. He begins to develop rapidly, to throw aside old prejudices and notions and to form a more accurate estimate of the requirements of the profession.

We contend that inborn fitness to teach and power of personality are absolute essentials, but we also insist that careful training is equally as essential; that is the only remedy for the reckless waste of time and numberless mistakes which are the portion of the teacher who enters upon his work without adequate preparation.

For these reasons students are required to give a large portion of time to observation in the Model School and, near the end of the course, after having carefully observed the methods of trained teachers, to teach for themselves, under strict supervision and criticism.

No teaching is done until the spring term. At that time each

student is assigned to a particular grade room and, for three days in the week, observes the work of the critic teacher in that grade. On the third day lesson plans, covering the works observed, are made out by the students and handed to the supervisor, who criticises and gives whatever aid is required. On the fourth day the lesson is taught by the student in the presence of the superintendent or supervisor, and of the critic teacher. Finally, on the fifth day of the week, the work of the preceding day is discussed, and criticism or suggestions made, as need arises.

Students are assigned to one room for two weeks and then changed to the next grade, in order that some teaching may be done in each grade, during the course of the term.

This plan has proved eminently successful. On the part of the children there can be no possibility of suffering through the attempts of inexperienced students, and the student himself gains far more from teaching one lesson a week under careful supervision than he would gain if left to work out daily problems at the expense of the children.

### SCHOOL VISITING

All members of the normal senior class are required to visit at least ten schools outside our own town during the year. These visits are for the purpose of studying the work of other teachers; their methods, system, discipline, courses of study and general plan. A report of each visit is made to the superintendent of the Training Department, not with the idea of criticism, but rather in order that she may see what has been gained by the experience. Ten visits for observations on the class work of our own school, and reports of these visits are required.

### THE SEMINARIES

The Senior Seminary is modeled after the "seminar" of the universities, simplified to meet our needs. Its purpose is to develop the habit of reading, the ability to collect and logically arrange material for public presentation and to stand before an audience and present a subject clearly and readily.

The meetings are held on Thursday morning. Once in two weeks some important pedagogical subject is offered by a member for criticism and discussion.

A printed syllabus accompanied by a good bibliography, is prepared and the subject presented orally by the student who is the chief speaker of the afternoon.

After the presentation a discussion follows in which all of the members are expected to take part. The discussion includes criticism of the form of the syllabus, the English used, the subject matter, and the opinions expressed.

On alternate Thursdays the current events seminary is held.

Subjects connected with present day interests are discussed and in addition, reports are made from Congress and the State Legislature, when in session, and from foreign countries.

At the end of the year all seniors must pass a rigid examination upon the work of the year.

### THE MODEL SCHOOL

By the "Model School" is meant the several grades of the Practice School, which are classified as follows:

Primary Division—Grades I., II., and III.

Intermediate Division—Grades IV., V., and VI.

Advanced Division—Grades VII., VIII., and Sub-Freshman.

By "Sub-Freshman" is meant that class of young people who have most of their work in the Freshman Year, the rest in grade VIII.

The following are the tuition rates for the various divisions of the Model School:

In cases where three or more children come from the same family the rates are, each child, *per year*, \$12.00.

In cases where there are but two children from the same family the rates are, each child, *per year*, \$14.00.

In cases where but one child comes from each home the rates are *per year*, \$15.00.

It is very much to be preferred that tuitions in this department be paid in advance for the full year.

The fees charged for entrance to the Model School go toward paying the salaries of the teachers of that school, also for purchasing equipment, library books, etc., for the children in the Model School.

The head of the Department of Education is the official head of the Model School.

The heads of all departments in the Normal and Academic courses constitute a committee whose duty it is to meet at intervals to discuss with the supervisors, methods of teaching so that the work may be closely correlated from the kindergarten to the senior year of the Normal and Academic courses.

Each grade of the Model School is limited to 30 pupils as a maximum number, and 20 has been the number in nearly all cases, the total in the *nine grades*, kindergarten included, running about 160.

It is, of course, understood that the function and purpose of a Model School in connection with a Normal School is to offer to those who are preparing to teach, both observation and practice in their profession before they graduate as teachers. Accordingly all Normal Seniors are required to both observe and to teach in the Model School before receiving their diplomas. The Model School is the Laboratory of the Teachers Training Course in a Normal School, and the better the children are taught and the better advantages and equipment of the Model School in every

way the better the training of the Normal Seniors for their profession. Hence, it is no sacrifice of the children's interests to attend a Model School, for every consideration of justice to them as well as to the student teachers, requires that this school shall, as nearly as possible, be distinctively a school where model work for the children is done.

### *MODEL SCHOOL COURSE OF STUDY*

FIRST YEAR WORK. 1.—Reading by word and Sentence Method. 2.—Objective Number Work and Sense Training. 3.—Elementary Spelling and Phonics. 4.—Beginning English. 5.—Writing Vertical Slant. 6.—French or German Conversation. 7.—Nature Study and Health Talks. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature—Fairy Stories and Fables.

SECOND YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—Elementary English. 5.—Writing. 6.—French or German Conversation and Translation. 7.—Nature Study and Elementary Psychology. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature, Stories and Description, Indian Work, Hiawatha, Eskimo work. 11.—Geography Talks and Descriptions, and Travel Study.

THIRD YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing Based on Nature Study. 9.—Sight Reading in Music and Song. 10.—History and Literature Stories, Greek Myths and Description. 11.—Geography Talks and Descriptions, and Travel Study.

FOURTH YEAR WORK. 1.—Reading. 2.—Elementary Arithmetic. 3.—Orthography. 4.—English Language through Nature, Literature and Art. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Montgomery's Beginner's History, U. S. History. 11.—Elementary Geography, and Travel Study, Tarr and McMurphy, Book II.

FIFTH YEAR WORK. 1.—Reading. 2.—Elementary Arithmetic. 3.—Orthography. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Montgomery's Intermediate History. 11.—Geography, Tarr and McMurphy, Book II. and Travel Study.

SIXTH YEAR WORK. 1.—Reading, Northland Heroes, Greek Gods and Heroes, Hawthorne's Wonder Book. 2.—Arithmetic. 3.—Orthography. 4.—English and Composition. Mother Language Book I. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing, including Map Drawing. 9.—Music. 10.—History; Story of the Thirteen Colonies. 11.—Geography. Tarr and McMurphy Book III. and Travel Study.



# DRAWING AND CONSTRUCTION

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
	<i>Plant Drawing: Color</i>		<i>Constructions: Constructive Drawing</i>		<i>Object Drawing</i>		<i>Decorative Drawing: Applied Design</i>		
Plant Drawing: Growth, Color Paper Cutting and Tearing Clay Modeling Sand Table Centers		Construction of objects in connection with Thanksgiving and Christmas Sand Table Centers appropriate to Season Measure to one inch		Drawing of Toys and other ob- jects of interest Color Illustrative Drawing Sand Table Center			Plants and Flowers: Decorative aspect Color: Decoration of Cards Easter Centers Clay Modeling		
Plant Drawing: Branching, Colors: Standards Paper Cutting and Tearing Mounting Clay Modeling Sand Table Centers		Construction of objects connected with Thanksgiving and Christ- mas in two dimensions Measure to 1-2 inch Sand Table Centers		Drawing of Toys and other ob- jects of interest Illustrative Drawing inspired by Sand Table Centers			Drawing of plants and Flowers for their color and Decorative aspect Decoration with simple Borders Cards and Booklets Sand Table Centers		
Plant Drawing: Proportion, Color: Tints and Shades Paper Cutting and Tearing Mounting Clay Modeling Sand Table Centers		Construction of objects suitable for Thanksgiving and Christmas in three dimensions Measure to 1-4 inch Sand Table Centers		Drawing of objects with strong characteristics Work for Character Special Study of sphere			Drawing of Plants and Flowers for Decorative aspect Decoration with Simple Borders Cards and Booklets Sand Table Center		





PEEPS INTO THE MODEL SCHOOL. SPECIAL DAY WORK



# DRAWING AND CONSTRUCTION

(Continued)

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
Sprays with Fruits Massing of Parts Ink Drawings Hues of Color	<i>Plant Drawing: Color</i>	<i>Constructions: Constructive Drawing</i>		<i>Object Drawing</i>		<i>Decorative Drawing: Applied Design</i>			
		Materials: Paper: Card: Raffia Construction of objects suitable to season, Lettering Measure to 1-8 inch Sewing for Girls Cardboard and Wood construction for Boys		Drawing of articles with strong characteristics, in silhouette Work for character and Proportion Special Study of Cylinder		Landscape Sketching of Trees before and after leafing Painting of Flowers Decorative arrangements Design			
	Foreshortening of Leaves and Flowers Singly and in Sprays Value Scale Colors in Values	Construction of objects suitable to season Measure to 1-16 inch Lettering Decoration		Groups: Study of Elements, objects: ground: back-ground: effects of distance: change of level Light and Shade		Landscape: Study of Trees Making of Free Booklet Decoration Design			
	Structure Decorative Arrangements Scale of Intensities	Construction, in appropriate material for Christmas Gifts Decoration Lettering		Groups: study of effects of foreshortening on Hemispherical, Cylindrical and Conical objects Color and Composition		Landscapes Making of Landscape Booklet Decoration Designs for Stenciling			

### PREPARATORY GRADES

The "Preparatory Grades" is the connecting link between the Model School and the College, and comprises a two years' course. Children will be admitted on grade cards showing that they have successfully finished the sixth grade of the Model School, or any other accredited school. Other children must be examined by the supervisor of the Preparatory Grades. On completion of the two years course, a diploma will be given, which will admit them to the College without further examination.

Graduating exercises are held **during Commencement** week, when the diplomas are presented.

### COURSE OF STUDY

FIRST YEAR. 1.—Reading: Famous Men of Greece, Famous Men of Rome, Famous Men of Middle Ages, Courtship of Miles Standish. 2.—Advanced Arithmetic. 3.—Orthography. 4.—English; Mother Tongue Book II. 4.—Writing. 6.—Latin, French or German. 7.—Science. 8.—Drawing. 9.—Music. 10.—History; Montgomery's Leading facts in U. S. History. 11.—Geography; Tarr and McMurry Books IV. and V.

SECOND YEAR. 1.—Reading; Classics—Hiawatha. Snow Bound, Great Stone Face, Favorite Greek Myths. 2.—Orthography. 3.—English Grammar. 4.—Geography. 5.—Written Arithmetic. 6.—Mental Arithmetic. 7.—U. S. History. 8.—Latin, French or German. 9.—Penmanship. 10.—Physiology.

# PREPARATORY ART

YEAR		SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE
I.	<i>Plant Drawing: Color.</i>			<i>Construction; Constructive Drawing</i>		<i>Object: Drawing.</i>					
	Plant Drawing: Structure Scale of intensities			Constructive Design Working Drawings and Patterns		Rectangular objects, Singly and in groups			Plant Drawing for their Decora- tive aspect		
	Decorative Arrangement			Construction in any appropriate material		Foreshortening and Convergence (a) in outline			Color Scales: Design		
	Autumn Landscape			Decorating Lettering		(b) in values (c) in color.			Stenciling Spring Flower Book Landscape gardening		
II.	Plant Drawing Details of Structure Texture			Plans, Elevations, Sections Drawing to Scale		Rectangular objects, in groups			Plants, Trees, Landscapes. Their decorative aspect		
	Harmonies of Color Decorative Arrangement Autumn Landscape			Construction in any appropriate material Decorating Lettering		Foreshortening, Convergence. Interiors and Exteriors.			Booklets Stenciling The furnishing of a room Color and Design		



## MODEL SCHOOL ROLL

## Grade I.—21.

Burchett, Adleide  
Baber, Elma  
Bishop, Marjorie  
Calloway, Mary  
Carter, Carol  
Dillard, Margaret  
Farr, John  
Graves, Virginia  
Handlin, Thelma  
Meek, Gerald

Myers, Edwin  
Myers, Carolyn  
Maxwell, Jewell  
Offutt, Frank  
Reid, Margaret  
Reed, Virginia  
Ritter, Lloyd  
Sikes, Flora  
Solof, James  
Skene, Agnes

Vinson, Taylor

## Grade II.—15.

Baber, Elwin  
Biggs, George  
Bronson, Charles  
Burns, Orin  
Callard, Alfred  
Drake, Alleyne  
Edgerton, Gene

Homric, Celeste  
Locke, William  
Moore, Ayleete  
Riffle, Clifford  
Stowers, Thomas  
Verlander, Nancy  
Woo, Harry

Watts, Margaret

## Grade III.—17.

Allen, Fay  
Bronson, Anna Myree  
Emmons, Arthur  
Ferguson, Carr  
Guthrie, Elizabeth  
Hite, Mary  
Handlin, Lois  
Moore, Hallock

May, Helen  
Norville, John  
Price, Irene  
Rightmire, Agnes  
Reece, Clarence  
Thornburg, Roslie  
VanBibber, Rachel  
Wood, John Eddy

Zellar, Margaret

## Grade IV.—15.

Ashworth, Lillie

Gentry, Ada

Bradshaw, Herman	Harrison, Lucien
Berry, Scott	McDonald, Donald
Cavendish, Henry	Tate, Allen
Calloway, Sylvia	Vickers, Lola
Eaton, James	Watts, Vickers
Ferguson, Clarence	Wilson, Roberta
Yates, Walter	

## Grade V.—22.

Clark, Wyndham	Hoke, Pearl
Connell, Carl	Keathley, Georgia
Crouch, Lucile	McElroy, Frances
Carter, Elizabeth	Pollock, Anyce
Campbell, Jennie Eloise	Reid, Clarence
Corbly, Lawrence	Reid, Ruth
Daniel, Ouida	Renner, Carolyn
Fitch, Mary	Sikes, Walter
Hall, Park	Thornburg, Pauline
Hilton, Bertha	Weider, Carl
Hagen, Mary	Williamson, Vickers

## Grade VI.—48.

Atkison, Parthena	Jenkins, Emma
Bagley, Garland	Job, Otis
Buffington, Caro Louise	Martin, Russell
Brackman, Howard	May, Beulah
Bramer, Orin	Mathews, Robert
Carter, Dayton	McClure, Eula
Chambers, Harvey	Nance, Paul
Clark, Lewis	Plummer, Walter
Cavendish, Margaret	Priddy, Cecil
Cook, Chester	Robertson, Murry
Donovan, Ruth	Rightmire, Harl
Eaton, Rufus	Rightmire, Zellah
Eaton, Robert	Riffle, Lucile
Egri, Olga	Renner, Antionette
Egri, Charlotte	Saunders, William
Emmons, Carleton	Thompson, Hartley

Emmons, Howard  
 Ferguson, Archie  
 Fitch, Gertrude  
 Finey, Earl  
 Gregory, Jean  
 Hicks, Xilphia  
 Harrison, Mary  
 Jaynes, Edna

Taylor, Nina  
 Whitehead, Herchel  
 Wilson, Rachel  
 Wood, Dewey  
 Winget, Walter  
 Winters, Andrew  
 Williams, Howard  
 Watts, Cornelius

### PREPARATORY GRADES ROLL

#### First Year (Grade VII.)—41.

Ansell, Irma  
 Bank, Hannah  
 Blanchard, Elmira  
 Bowen, Garland  
 Cammack, Howard  
 Cherry, Mary Christine  
 Clark, Mildred  
 Christian, Herbert  
 Doolittle, Gene  
 Ferguson, Kathleen  
 Fitch, Nita  
 Fitch, Carolyn  
 Garland, James  
 Gorman, Eugene  
 Gould, Halle  
 Hill, Lottie  
 Hoscher, Amanda  
 Harrison, Lucien  
 Hall, Ray  
 Ingram, Carl

Jordon, Reid  
 Kent, Geneva  
 Miller, Daisy  
 Moore, Olive  
 Pinkerman, Owen  
 Pulverman, Sophie  
 Priddy, Cecil  
 Reid, Walter  
 Rousey, Virgil  
 Renner, Ernest  
 Roberts, Narcissus  
 Stanley, Roland  
 Thornburg, Josephine  
 Vickers, Leonard  
 Vinson, Ruth  
 Wilson, Walton  
 Waters, Hugh  
 Wagner, Joseph  
 Worden, Evelyn  
 Wood, Bessie

Zeller, Sylvia

#### Second Year (Grade VIII.)—23.

Browning, Wade  
 \*Carey, Carl  
 \*Carter, Thelma  
 Childers, Esther

McDonald, Mabel  
 Martin, Marie  
 \*Meeks, Ethel  
 Prichard, Ralph

*Daniel, Anabel	Spry, Harrison
Freutel, Frederick	Starkey, Russell
*Geiger, Frances	*Whieldon, Lucile
Gwinn, William	*White, Dorsey
*Helmick, Carl	*White, Essie
Love, Paul	*White, Oza
*Lyon, Louise	*Williamson, Mary
	*Yates, Annie

#### \* PREPARATORY GRADE GRADUATES

Carey, Carl	Meeks, Ethel
Carter, Thelma	Whieldon, Lucile
Daniel, Anabel	White, Dorsey
Geiger, Frances	White, Essie
Helmick, Carl	White, Oza
Lyon, Louise	Williamson, Mary
	Yates, Annie

Total Enrollment in all the Eight Grades, 202  
 Graduates from the Eighth Grade, 13

#### NORMAL SENIORS

Albert, Arthur Clinton	Hearholzer, Margaret Cecilia
Allen, Virginia	Holt, Merle
Ankrom, Jessie	Howard, Ida Florence
Backus, Lenore Susan	Huddleston, Willie Macie
Bailey, Oscar Charlton	Hypes, George William
Baumgardner, Garnett	Johnson, Marinda Margaret
Beswick, Adeline C.	Johnston, Olive M.
Bird, Grace	Kerr, Marguerite Frances
Bonham, Edna	Lewis, Lucy Geraldine
Caton, Nina Alberta	McCorkle, Mary Louise
Cobb, Alta Frances	Mackenzie, Caddie
Cobb, Lillie	Mackenzie, Laura
Collins, Eva Clare	Mankin, Affa May
Cook, Violet Fae	Mankin, Vera Rosamond
Cooney, Marcella Dorothy	Millender, Florence Elizabeth
Corbly, Agnes	Miskimins, Margaret M.

Cundiff, Ann Elizabeth	Musgrave, Erwin Milton
Cyrus, Carrie	Orth, Christina
Dixon, Grace Elizabeth	Parker, Ethel Maude
Dorsey, Ervin	Peck, Margaret Ray
Dotson, Glenna Olive	Pritchard, Elizabeth Thomas
Felton, Minne Elizabeth	Ritz, Kathryn Alva
Fiddler, Raymond Elmore	Scott, Inva Ione
Fischback, Flora	Steele, Eva Bell
Flesher, Ethel Murty	Wakefield, Gladys
Freeman, Valerie	Watson, Bess Nelma
Garrison, Josephine Carlee	Watson, Etta Mae
Gibson, Goldie Lucinda	Webb, Frances
Gordon, Isabelle Turney	Whitman, Katie
Groves, Zella Imogene	Williams, Price Wayne
Harvey, Mary Elizabeth	Wolf, Ruth
	Wright, Goldie Bias

### ADDITIONAL YEAR

(To be incorporated beginning with the year 1912.)

METHODS: a. In Collecting Materials.

b. In Arranging Materials.

c. In Text Preparation.

d. In Instruction.

### APPLIED TO

- |                        |                       |
|------------------------|-----------------------|
| (1.) <i>Reading</i>    | (6.) <i>Language</i>  |
| (2.) <i>Writing</i>    | (7.) <i>Grammar</i>   |
| (3.) <i>Spelling</i>   | (8.) <i>Geography</i> |
| (4.) <i>Arithmetic</i> | (9.) <i>History</i>   |
| (5.) <i>Drawing</i>    | (10.) <i>Hygiene</i>  |

ADVANCED CHILD STUDY: Its Home Life. Its Inheritance. Its Environments. Its Defects:

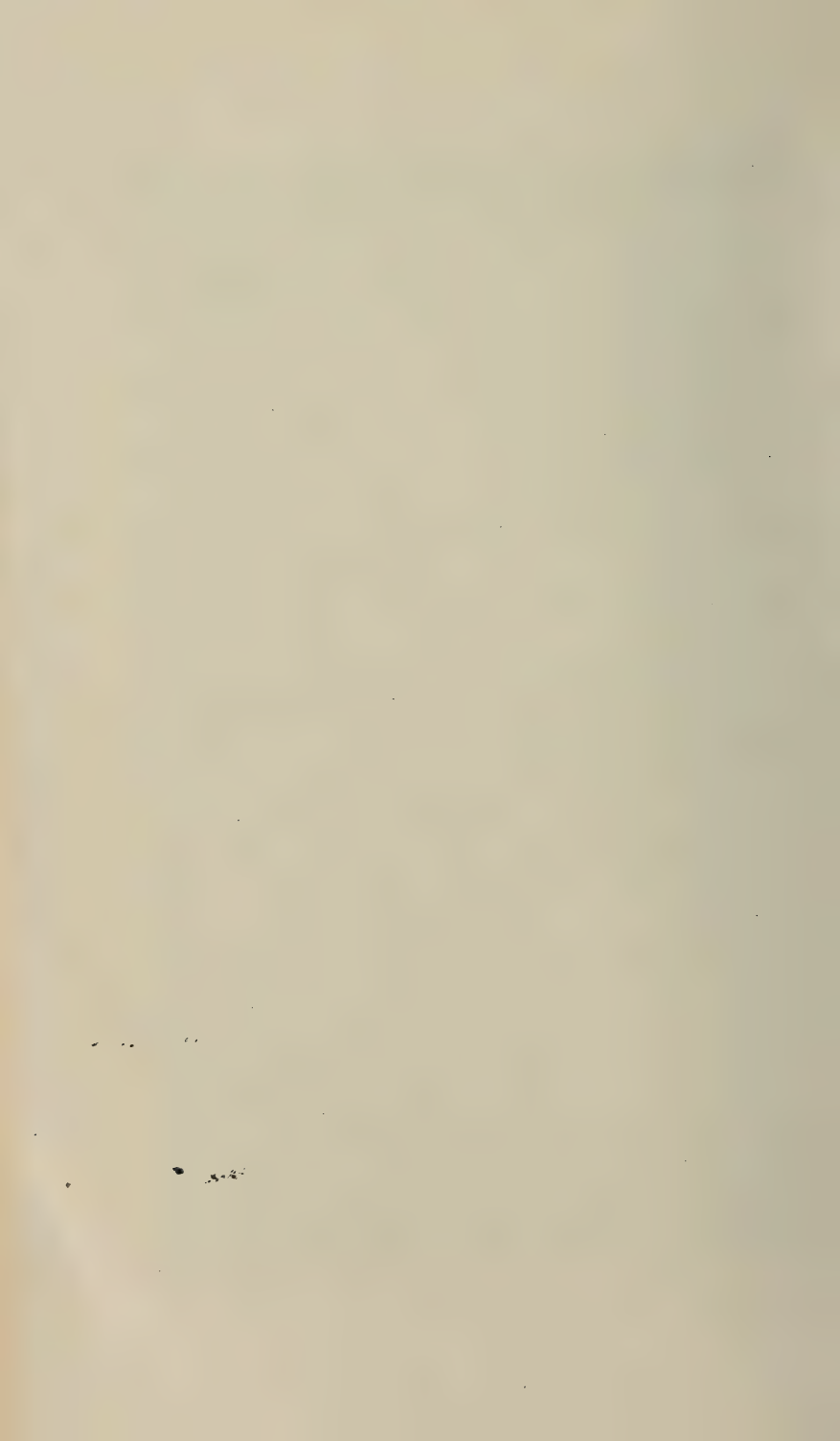
a. Physical. b. Mental. c. Moral. Its Nature. Its Growth and Development. Formative Influences. Its Peculiar Tastes, Likes and Dislikes.

METHODS: In DISCIPLINE (*Moral Education*): Neatness, Cleanliness, Sitting-Posture, Standing Posture, Gait, Conversational Tone of Voice, Attitude towards others (Parent, Stranger, Teacher, Fellow Pupil); Respect for Authority, for Custom, and for Law; Habits of Attention, Anger, Cheerfulness, Courtesy, Manners, Morals, Boisterousness, Profanity, Obscenity of Speech or Writing; Respect for Others' Opinions:—Religious Convictions and Forms, Political Persuasions; Habits of Gossip, Tale-Telling, Bitterness of





SAND TABLE WORK—MODEL SCHOOL



Speech; Exaggeration, Falsehood, Theft; Candor, Directness, Truthfulness.

**CARE AND CULTURE OF THE BODY:** Home and School Prophylaxis and Therapeutics, Emergency Surgery, Resuscitation, etc., (by a local Physician); Precaution in Foods and Drinks; Basements, Baths, Plumbing, Stagnant Pools, Water and Food of Milch Cows, Slaughter Houses and other offensive and unhealthful Conditions and Surroundings; Elementary Dietetics; Calisthenics, Games, Play, Walking, Horseback Riding, Climbing, Swimming, Vaulting, Breathing, Sleeping, Sleeping Rooms, Meal Hours, Worry, Etc., Etc.

#### GENETICS AND EUGENICS

**ART and ARCHITECTURE in SCHOOL and HOME BUILDING and GROUNDS**

#### LIBRARY WORK.

Books—How to Choose Them, How Use Them, How Read Them, How Catalogue Them, How Place Them on the shelves, How Find Them, How Search for Materials; Prices of Books, How Buy Them, Where, Etc.; Book Catalogues and Book Companies; Book-Making, Bindings, Etc. ....

**SCHOOL ADMINISTRATION AND SUPERVISION**.....

**PROBLEMS PECULIAR TO RURAL SCHOOLS** .....

**PROBLEMS PECULIAR to TOWN and CITY SCHOOLS**.....

**PHILOSOPHY of EDUCATION** .....

**ADVANCED PSYCHOLOGY** .....

**SCHOOL SYSTEMS, STATE and NATIONAL, COMPARED**.....

**SCHOOL CURRICULA** .....

**WEST VIRGINIA INSTITUTIONS:** Educational (The State System), Charitable, Corrective, Penal, Benevolent, etc.; How Supported, Expenses of, Location, How Conducted, etc.

**AMERICAN HISTORY and CIVICS:** The object of this course is to give the student a general review of the subject of American History, to study our state and national constitutions, and to familiarize him with the essential elements, legislation, executive, and judicial, of municipal, county, state, and national government, also to give him practical training, through illustrative work in student organizations, in parliamentary practice.

This course is supplemented in a way, as is the work in Geography, by a course in

**THE INFLUENCE OF GEOGRAPHY UPON AMERICAN HISTORY**

Courses are also offered in

**COMMERCIAL GEOGRAPHY**

**ADVANCED PHYSIOGRAPHY, and**

**HISTORICAL GEOLOGY**

For details of the work under the *four* preceding courses, see, under "DEPARTMENT OF GEOGRAPHY and GEOLOGY on pages 51, 52, and 53.

## DEPARTMENT OF MUSIC

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Music has become, as it should, a part of the very warp and woof of Marshall College life, and has put the school in closer touch with the City of Huntington and the State than could have been possible otherwise.

**ADVANTAGES.** There are many advantages offered to a student in a department of music connected with an academic school. Opportunities are offered for studying in the various other departments, thus securing to the music student a symmetrical education, literary and scientific, as well as musical. Instruction is furnished without tuition in a number of branches, while in others, the tuition is merely nominal.

**EQUIPMENT.** The Department occupies the upper floor of the building, and consists of 5 studios and 10 practice rooms besides two rented practice rooms. The department has at its disposal 10 upright, and one Chickering Grand, Pianos. A Recital Hall, seating 200 people, provided for lectures and students' recitals, is at the disposal of this department. The auditorium, seating 1,200 people, contains the Chickering Concert Grand piano.

**FACULTY RECITALS.** A series of Faculty recitals is given during the year. All the members of the Faculty take part in these recitals and music students are expected to attend them as a part of their instruction.

**STUDENTS' RECITALS.** Public recitals by students are held one afternoon of each week. These recitals have been established as a means of developing confidence in the student, and every one is expected to attend.

**GENERAL ANNOUNCEMENTS.** Students may enter the Department of Music at any time, but it is greatly to their interest to enter at the beginning of the term.

Students entering within the first two weeks of a term will be charged for the full quarter; after that time, for the remainder of the term and one week additional.

There will be no deduction for lessons missed by students, except in case of prolonged illness, when the loss is divided equally between the student and the school.

All music students are expected to attend the regular students' recitals, and to take part in them whenever so assigned; and to attend all concerts given under the auspices of the Department. Students are expected to identify themselves with the various organizations of the school and are required to enter any organization to which they are assigned by teachers.

It is expected that all students will take sufficient work—literary or music, or both, to occupy their entire time.

The Department of Music offers instruction in each of the follow-

ing subjects: Piano, voice, violin, organ, mandolin, ensemble playing, harmony and history of music.

## 1. PIANO.

Two courses of study are offered, the one leading to a Teacher's certificate at the completion of the work in Class IV, and the other leading to a diploma at the completion of the work in Class V. A post-graduate course may be added if desired. Strict adherence to a fixed list of studies is not required. The needs of the individual student are considered and the studies varied accordingly, but in each class the studies selected must be worked up to the tempo indicated by the metronome mark.

### *COURSE OF STUDY*

#### PREPARATORY YEAR

Technical Exercises  
Major Scales  
Kuhner's School of Etudes  
Gurlitt's First Lessons  
Selected Compositions

#### FRESHMAN YEAR

Technical Exercises  
All Major and Minor Scales  
Lecoupey's Studies Op 20  
Clementi's Sonatinas  
Selected Compositions

#### SOPHOMORE YEAR

Technical Exercises  
All Scales in similar and contrary motion  
Major Scales in tenths, sixths and thirds  
All Triad Arpeggios  
St. Heller's Studies, Op 46  
Bach's Little Preludes and Fugues  
Sonatas by Hadyn  
Selected Compositions

#### JUNIOR YEAR

Technical Exercises  
Major and Minor Scales  
All Major and Minor Scales in tenths, sixths, and thirds, similar and contrary motion.  
Diminished seventh and Dominant seventh Arpeggios  
Kullak's Octave Studies



Cramer's Studies  
 Clementi's Gradus ad Parnassum  
 Sonatas by Mozart and Beethoven  
 Chopin's Waltzes and Nocturnes

#### SENIOR YEAR

Technical Exercises  
 Major and Minor Scales with tenths, sixths and thirds at tempo of  
     M. M.—154, four notes to one beat.  
 Major and Minor Scales in double thirds,  
 Similar and contrary motion.  
 Octave Studies  
 All Arpeggios in similar and contrary motion  
 Studies by Kessler and Henselt  
 Bach's Well Tempered Clavichord  
 Sonatas by Beethoven  
 Concertos by Mendelssohn, Chopin, Beethoven, Schutte, etc.  
 Selected Compositions

#### POST-GRADUATE YEAR

Advanced Technical Exercises  
 Scales in Double Sixths  
 The Greater Sonatas of Beethoven  
 Bach's Chromatic Fantasia and Fugue  
 Studies by Chopin and Liszt  
 Chopin's Ballades, Scherzos and Polanaises  
 Concertos by Schumann, Liszt, Rubenstein, Brahms, Etc.  
 Selected Compositions.

### *HARMONY*

The course in Harmony covers two years. It may all be taken in the fourth and fifth classes or it may be divided among the third, fourth and fifth.

The work of the first year covers the first 93 pages in Bussler's Elementary Harmony, together with much supplementary work at the piano. Candidates for Teachers' Certificates must complete this first year of the course in Harmony. The work of the last year completes Bussler's text. Original work will be required as also transposition and dictation exercises at the piano. Candidates for Diploma must complete the full course in Harmony.

### *HISTORY OF MUSIC*

Work in the History of Music is begun at the opening of the third year, and is required throughout this year and throughout the Junior and Senior years as a part of the course.

The class in the History of Music recites once per week throughout the Third, Junior and Senior years.

TEXT BOOKS: 1. Fillmore's "*History of Piano Forte Music.*"  
2. Matthews' "*A Popular History of Music.*"

In addition to the prescribed texts, reference to the many valuable books on the history of music, found in the college library, is required

### ADDITIONAL WORK

No creditable music school permits students to graduate now-a-days till they have done a certain amount of substantial academic work in addition to their music requirements. Accordingly, the following academic requirements for music certificates and music diplomas are herewith laid down for future years:

Candidates for "Teachers Certificates" in the department of Music are required to complete the following work in academic studies before they can be awarded these certificates:

1. All work required for entrance to our Normal "Freshman Year", which includes the following:

U. S. History	Mental Arithmetic
Reading	Spelling
English Grammar	Written Arithmetic
Political Geography	Penmanship
	Physiology

2. The Freshman, Sophomore and Junior English prescribed in our Normal course.

3. The course in Psychology and Child Study required in the Senior Year of our Normal Course, also Ethics.

4. The work in Personal Hygiene under the Head of the Department of Expression, which covers only a few lessons.

Candidates for "Diplomas" are required to do *all the work required of Candidates for "Teachers Certificates"*, and, in addition, the following: The work in Hygiene required in the Senior Normal Year, and Botany.

Post Graduate students are required to carry one recitation per day selected from any of the courses with the approval of the president, preferably from the Graduate Normal Year.

### FEEES IN PIANO

	Fall Term	Winter Term	Spring Term	Summer Term
Piano Lessons				
Head Teacher	\$18.00	\$16.00	\$17.00	\$9.00
Piano Lessons				
Assistant Teachers	\$16.00	\$14.00	\$15.00	\$8.00

Lessons in				
Harmony	\$6.00	\$5.00	\$5.50	\$3.00
Lessons in				
History of Music	\$4.00	\$3.00	\$3.50	\$2.00
Use of Piano for Practice Hours				
If used 1 Hour per day			\$2.00	Per Term
2 Hours per day			\$3.00	Per Term
3 Hours per day			\$4.00	Per Term
4 Hours per day			\$5.00	Per Term
5 Hours per day			\$6.00	Per Term
6 Hours per day			\$7.00	Per Term

## REQUIREMENTS FOR CERTIFICATES AND DIPLOMAS

In addition to the Academic requirements stated above, the following are the Music requirements:

All pupils except those in Class I are required to take one term in Elementary Theory.

Elementary work in Harmony and in History of Music is required as a part of the work of the Sophomore Music Year.

Candidates for "Teachers' Certificates" in piano must complete the work in the first four years, together with one year's work in Harmony, and one year's work in History of Music. They must also attend a Teachers' Training Class, and must themselves give instruction to a few pupils under the supervision of The Director of Music.

Candidates for Diplomas must complete the work of the five years, and must take advanced work in Harmony, Theory and History of Music. They are also required to give in public, entirely from memory, a recital consisting of only the best standard piano selections.

No Certificate or Diploma will be awarded to any one who is in arrears in any way, in any department, boarding, rooms, sheet music, music fees, academic fees or in any other way connected with the school, except by the special permission of the president.

All fees are payable in advance, by the term (quarter) and students are not permitted to enter classes till this is attended to, as per ruling of the State Board.

## 2. VOICE

### COURSE OF STUDY

#### First Year.

Placing of Tones.	Elements of Church Music.
Studies from Best Composers	Sight-Reading and Part Singing.
English and German Ballads.	

*Second Year.*

Studies from the Best Composers. Church Music.  
Songs by Modern Composers.

*Third Year.*

Studies from the Best Composers. The work in Voice includes also the Oratorio and Opera. following:  
Songs by Classical Composers. 1. Normal Class in Sight Reading.  
Normal Training. 2. Choral Club.  
Practice of Accompaniment. 3. Choir Singing.  
Harmony and Theory.  
History of Music.

In the Normal Class in Sight Reading students are taught the intervals by the use of numerals, a thorough knowledge of time, rythm, accent, and such other features of vocal music as will give them an intelligent grasp of the fundamentals of sound, and vocal culture.

*FEES*

Fall Term .....	\$18.00
Winter Term .....	18.00
Spring Term .....	18.00
Summer Term .....	9.00

**3. VIOLIN**

Prof. Waas, a mature and experienced teacher and a skillful performer on the violin, offers a course of study on this instrument.

## EXAMINATIONS

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At the close of the fall term an entire week is set apart for examinations, which are compulsory; that is, no student can continue his work during any succeeding term till he has passed his examinations. The only excuse accepted, as a rule, is that of continued and severe illness, in which case a certificate or verbal report from the physician who attended the student is necessary. There might be other extreme cases in which excuses from examination could be obtained; most rules are subject to some exceptions; but if a student expects to continue work here or anywhere else, it is to his advantage to pass his examinations; and if he refuse to do so without justifiable excuse he will not only be denied a special examination but will be dropped from the school.

Students—chiefly teachers from the rural districts whose schools close before our spring term opens—enter at all times during our winter term in order that they may get more than one term per year. Many of these enter so late in the term that they are not prepared to take the winter term examinations and if the closing week of the term be given up to examinations, these students who entered late find a week wherein there are no recitations—almost lost time to them here on expenses. Accordingly we usually have our winter term examinations in the form of frequent class tests. By this means those who enter late may pass the tests on those parts of the texts which they have taken up after entering and are accommodated with class work—recitations—up to the very last day of the term. And since the vacation between the winter and spring term is short, only three school days, students entering before the close of the winter term may continue their work uninterruptedly to the end of the spring term.

Sometimes by examinations and sometimes by class tests the grading for the spring term is done. In either case all examinations and all tests must be taken unless there be an excuse for not doing so, which is satisfactory to the president.

To get one's credit for work during a term when examinations are given in the form of class tests it is absolutely necessary that the student stay till the close of the term; otherwise his name is not entered on the credit list nor on the grade book of the school and no report is sent to his parents unless the president write a personal statement as to the general character of the work done. It is, therefore, important that the student remain till the close of the term, for sometime, either here or elsewhere, he will need his credits. Not a year passes but a *number* of



young men and women who dropped out of the school before the term closed find themselves in need of a statement from the president, of the work they did here, and write us for the same. It is a disappointment to them to find there is no credit here.

In case a student is very sick and we have proper assurance that he or she is too sick to remain in school, the cause of his withdrawal is recorded and a general statement of the amount of work done can be gotten at any time, but no grades can be given except in very deserving cases.

In case a student drops out of school out of laziness or a few childish pains or other ailments of some kind, no record whatever is kept of his work. He usually does not do the kind of work that amounts to enough to record it.

The student will please to remember that if he wish credit for work done here his attendance must be regular and continue to the very close of the term except in *extreme* cases, and the faculty must judge as to what cases are *extreme*.

It may be well to remind new students who enter here that class attendance is compulsory; that absence from class without an excuse which we can accept will be punished with expulsion if persisted in; that when they arrive in Huntington they must enroll at once and proceed to work; that any student found lounging about the city after arriving is liable to be sent home summarily; that the instructors of the school meet weekly and go over the entire list of students and know just who are absent and whether absent the entire day; that the cause for absence is almost surely investigated; that when once here a student *must be in school* and must be here regularly and promptly unless his excuse will bear investigation; that we want no students who do not come here to work; and that we aim to get rid of those who will not work.

Attending school should be a business, not a pastime.



## GRADUATION

A diploma of graduation is conferred on all who complete either the Normal, Modern Language, Classic, Music, Art or Expression Course, with an average per cent. of 80, and do not fall below 70 on any subject.

No one is permitted to graduate, however, who has not spent at least one full year here and the "full year" must be either the Junior or the Senior year.

We caution young people about getting in a hurry to graduate. Go slowly, do much reading outside your course, do not carry very heavy work, take part in the social life of the school, take time to care for the health, always take light enough work to have some time for recreation, and especially guard against carrying more work than can be well done without injuring the health.

Immediately after the opening of the *fall term*, each year,, the "Committee on Graduation" takes up the record of each candidate for graduation, checks it up and reports to him within two weeks of the opening of said term what his standing is. If any one is found to have more than *12 counts* against him at that time he is notified that he cannot have full senior rank, for *no one with more than 12 units to make for the year is admitted to the senior class at the opening of the fall term.*

The "Senior Roll" is made up at the close of the fall term. At that time every "candidate" who has been admitted on trial at the opening of the fall term is entered on the senior roll or may be continued on the candidate list.

The "Senior Roll" is called in full faculty meeting *four weeks* before commencement day. If, at this roll call, any member of the class is found below the "danger line" he is promptly notified by the secretary of the faculty and thus is given *one week* to "set himself right" in his credits; at the end of this *week*, the "final senior roll" is called and the result is reported to the president of the class and to the program committee for commencement.

We caution both young men and young women about a vain ambition to "graduate young." This means loss of thoroughness, for much that is in our courses requires maturity of mind to grasp intelligently .

## THE LIBRARY

The library is a center of educational interest with the student body, and each member of the faculty makes it a part of his class work to extend, enlarge, and intelligently direct this interest.

The books are selected by a committee consisting of the librarian the president, and the heads of the departments, hence are selected with reference to the interest of the work in all departments, and with reference to the educational and cultural needs of the student body.

The material of the library is as follows:

1. Circulating and Reference Works, 7,000 volumes.
2. Documentary—Bound, 5,000 volumes; Unbound, 3,000 volumes.
3. Magazines and other periodicals, 100.

## RULES AND REGULATIONS

1. HOURS.—8:00 to 12:30 a. m. 2:00 to 5:00 p. m. Saturdays, 9:00 to 12:00 a. m. 2:00 to 4:00 p. m.
2. No book, magazine, or newspaper shall be taken from the library without the consent of the librarian.
3. Free access is given to all books and magazines during library hours and it should be borne in mind that in a reference library all books for which there is a special demand should be in during library hours.
4. Persons drawing books shall be responsible for their safe return.

5. Students must pay for books lost or injured by them.

6. Unless permission has been granted no book shall be retained for a longer period than two weeks.

7. Special reference books may be taken out at night if they are returned before the first period in the morning.

8. A fine of two cents a day will be charged for all books kept out over two weeks. Ten cents a day for reference books kept longer than the time specified.

9. Do not mark library books or turn down their leaves, or carry pencils or note books in them.

10. Persons found mutilating books or magazines will be punished to the full extent of the law.

11. Talking and whispering are not allowed in the library. The librarian will answer your questions.

12. Students are expected to return to the shelves or racks, encyclopedias, dictionaries, atlases, bound magazines, special reference books (marked with yellow slips), unbound magazines and newspapers.

13. Anyone violating any of the above rules will be denied library privileges.

## CLASSIFICATION OF BOOKS

The books are classified according to the Dewey or Decimal Classification which arranges the books first by subjects then by author. By this system the field of knowledge is divided into nine main classes and these are numbered by the digits to 9. Cyclopedias, periodicals, etc., so general in character as to belong to no one of these classes are marked "O" and form a tenth class. Each class is similarly separated into nine divisions, general works belonging to no division having nought in place of the division number. Divisions are similarly divided into nine sections and the process is repeated as often as necessary. Thus 512 means Class 5 (Natural Science) Division 1 (Mathematics) Section 2 (Algebra) and every algebra is numbered 512.

The first and second summary of the Decimal Classification follow.

## ARRANGEMENT OF BOOKS ON SHELVES

All the books in a given class should stand together on the shelves. It will be evident that the class number alone does not make a sufficient call number. There must be something to distinguish each book from all others in the same class, and for this reason we have the author-number and they are arranged in direct alphabetical order from A to Z.

## CATALOGUE

The catalogue is arranged on cards in cases on the small desk in center of library. It is an author, title and subject catalogue and is ar-

ranged in alphabetical order from A to Z like a dictionary. It answers the following questions:

1. Has the library a book by a given author?
2. Has the library a book by a given title?
3. Has the library material on a given subject?

For example: If a student desires to get a book entitled "Emile" (a work on the subject of education), look in the catalogue for either (1) the author-card headed "Rousseau" or (2) the title-card headed "Emile" or (3) the subject card headed "Education." In the upper left hand corner of the author, title or subject card will be found the *call-number* of the book you want.

## MAGAZINES AND NEWSPAPERS

The reading room contains the principal monthly magazines and educational journals, several daily newspapers and a number of weekly newspapers donated by the publishers.

List of magazines to be found in the reading room follows:

### *Magazines.*

American Forestry,	Health Culture,
American Agriculturalist,	House Beautiful,
American Chemical Journal,	Independent,
American School Board Journal,	Journal of Political Economy,
American Historical Review,	Journal of Geography,
American Journal of Psychology,	Journal of Pedagogy,
American Naturalist,	Ladies' Home Journal,
American Journal of Sociology,	La Follette's,
American Journal of Philology,	Library Journal,
American Magazine,	L'Illustration,
Art and Progress,	Literary Digest,
Atlantic Monthly,	McClure's,
Bird Lore,	Monist,
Bankers' Magazine,	Munsey's Magazine,
Bookman,	Musical Leader and Concert Goer,
Century,	Musical Courier,
Circle,	Musician,
Collier's Weekly,	Nation, The
Classical Journal,	Nature Study,
Classical Philology,	National Geographic Magazine,
Classical Weekly	Nineteenth Century,
Commoner,	North American Review,
Contemporary Review,	Outlook,
Cosmopolitan,	Pedagogical Seminary,
Country Life in America,	Political Science Quarterly,
Current Literature,	Popular Astronomy,
Delineator,	Popular Science Monthly,



Dial, The	Primary Plans,
Die Woche,	Primary Education,
Edinburg Review,	Psychological Review,
Education,	Putnam's Monthly,
Educational Review,	Readers' Guide to Periodical Literature,
Electrical Age,	
Etude,	Review of Reviews,
Elementary School Teacher,	School Arts Book,
Everybody's,	Scientific American,
Fortnightly Review,	Scribner's,
Forum,	Success Magazine,
Good Housekeeping,	Survey,
Hampton's Magazine,	Technical World,
Harper's Magazine,	World's Events,
Harper's Bazaar,	World Today,
Harper's Weekly,	World's Work,
Harper's Monthly,	Youth's Companion,

## LIBRARY PRACTICE

This work is offered each term to a limited number of seniors. One period of practice work a day is required. The work covers all phases of the subject, and students who expect to become principles or have libraries to care for are urged to take the work.

In addition to the special work offered to seniors every student who uses the library is expected to take sufficient instruction in library work to be able to intelligently follow the requirements of those who use it. It covers the following:

1. Classification and Arrangement of books.
2. Use of Card Catalogue.
3. Use of Periodical Indexes.
4. Use of Encyclopedias, Atlases, Handbook, Dictionaries and other References.

## FIRST SUMMARY

- |                  |                     |
|------------------|---------------------|
| 0. General Work, | 5. Natural Science, |
| 1. Philosophy,   | 6. Useful Arts,     |
| 2. Religion,     | 7. Fine Arts,       |
| 3. Sociology,    | 8. Literature,      |
| 4. Philology,    | 9. History,         |

## SECOND SUMMARY

000 GENERAL WORKS

010 Bibliography

020 Library Economy

030 General Collections



050 General Periodicals

060 General Societies

070 Newspapers

080 Special Libraries

090 Book Rarities

## 100 PHILOSOPHY

110 Metaphysics

120 Special Metaphysical Topics

130 Mind and Body

140 Philosophical Systems

150 Mental Faculties, Psychology

160 Logic

170 Ethics

180 Ancient Philosophers

190 Modern Philosophers

## 200 RELIGION

210 Natural Theology

220 Bible

230 Doctrinal Theol, Dogmatics

240 Devotional and Practical

250 Homiletic, Pastoral, Parochial

260 Church

270 Religious History

280 Christian Churches and Sects

290 Non-Christian Religions

## 300 SOCIOLOGY

310 Statistics

320 Political Science

330 Political Economy

340 Law

350 Administration

360 Associations and Institutions

370 Education

380 Commerce and Communica-  
tions390 Customs, Costumes, Folk-  
lore

## 400 PHILOLOGY

410 Comparative

420 English

430 German

440 French

450 Italian

460 Spanish

470 Latin

480 Greek

490 Minor Languages

## 500 NATURAL SCIENCE

510 Mathematics

520 Astronomy

530 Physics

540 Chemistry

550 Geology

560 Paleontology

570 Biology

580 Botany

590 Zoology

## 600 USEFUL ARTS

610 Medicine

620 Engineering

630 Agriculture

640 Domestic Economy

650 Communication and Com-  
merce

660 Chemical Technology

670 Manufactures

680 Mechanic Trades

690 Building

## 700 FINE ARTS

710 Landscape Gardening

720 Architecture

730 Sculpture

740 Drawing, Design, Decor-  
ation

750 Painting

760 Engraving

770 Photography

780 Music

790 Amusements

## 800 LITERATURE

810 American

820 English	920 Biography
830 German	930 Ancient History
840 French	940 Europe
850 Italian	950 Asia
860 Spanish	960 Africa
870 Latin	970 North America
880 Greek	980 South America
890 Minor Languages	990 Oceanic and Polar Regions

## 900 HISTORY

## 910 Geography and Description

## EXPENSES

Not until one has sat down and "counted the cost" of attending school at most places in this country now-a-days can one appreciate how reasonable are the necessary expenses connected with attending school at Marshall College. But, the total per year for "necessary expenses" in attending school is at last, as in most other things, not the total annual or quarterly or monthly outlay of dollars; far, very far from it, though this total, beyond a certain limit, becomes a vital feature with the vast majority of young people who are worth getting into the higher grade schools of the country. If possible these "necessary expenses" should be kept down to that maximum which is not prohibitive to the average young man of generous ambitions, reasonable resourcefulness, and commendable diligence. It is a matter of profound significance to any country of democratic government and pretended democratic spirit that the average college and university of America is practically out of reach of the vast majority of young men, and is getting farther and farther beyond their reach, because of the growing cost of attending these schools. This growing cost is not due to any decided increase in tuitions and other essential fees, but is due to the increasing cost of social "necessities"—rather, "demands." Each year the social demands are increased a little, the cost of dress and entertainment goes up a little, house-rents go up a little, hence room-rents for students, and the cost of table board goes up because help, tastes, and much that we eat increase in cost and requirement. Our higher grade schools should be within the reach of every reasonably energetic and intelligent youth, and until they are, the education of the masses, which can be accomplished only through the higher education of the intelligent men and women of all classes and grades of society, must remain matter of extremely slow, if not dangerously slow process.

No question dealing with the higher education of the masses is in such immediate need of attention by those responsible for the advancement of educational standards and efficiency as that dealing with these *three* vital subjects:

1. Improved facilities, conveniences, and ways and means for bringing the higher grade schools within reach of the average youth among the masses.

2. Improved facilities for bringing the advantages and possibilities of higher education to the attention of the masses.

3. Ways and means for meeting the necessities of better salaries for those who teach in these schools.

Scarcely a week passes, on an average, but some one writes this office for information as to whether young men and women can find sufficient work to pay a part or all their expenses while attending school here. We invariably answer that some can, and some cannot, because some young persons will *make* a way because the "will" is there; others lack in the "I will" quality, and even when work is procured for them they fail to hold the work. Accordingly we have found it wise to answer all such inquiries this way." There is always work to be found in a city the size of Huntington and the right one *will find it* with a little guidance from this office; but work is never assured any one in advance for different reasons:

1. The employer always wants to see the employe before he gives him work unless the college authorities can vouch for him or her ,which, as a rule, cannot be done because of lack of acquaintance.

2. It not unfrequently has happened heretofore that after engaging work for young persons before they arrive here that they fail to come at all."

It has seemed to us a very sane policy for a young, ambitious person who wishes to attend some higher grade school than his home facilities afford, to do this: Take out a "life insurance policy" in some standard company such as the Mutual, the Equitable, the New York, the Prudential, or some other of the well established companies, use it as collateral to secure a creditor, then borrow money to attend school. What is known as the Natural Life policy would be the simplest and cheapest, although the "Twenty Payment" policy is a better one to borrow upon, the "Ten Payment" still better, though these come higher. The writer not only approves but heartily encourages borrowing money to complete one's education. He did it himself and feels that no money he has ever borrowed, no investment he has ever made has yielded such satisfactory or such abundant returns.

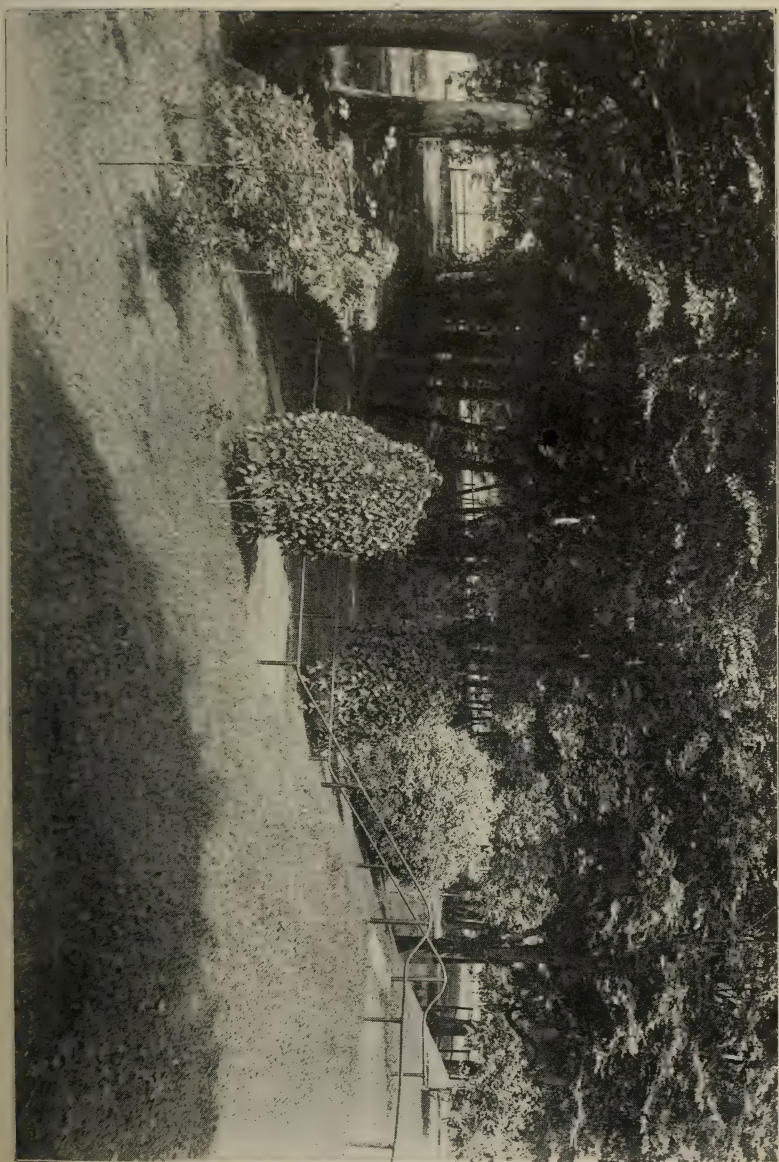
At Marshall College the fees are only nominal ,board is reasonable, rooms are within reach of small purses, and the social life of the school is not such as to make extravagant charges upon one's purse.

As stated above, there are other things than money expenditure to be considered when choosing a school. Among these things are the following:

1. The standing of the school.
2. The scholarship and personnel of the teaching force.
3. The Location of the school: Whether in a village, town, city,



LOOKING N. E. ACROSS THE CAMPUS FROM COLLEGE HALL.







or community where there are advantages for culture outside as well as inside the school.

4. The atmosphere of the school: Whether socially, educationally, religiously, and economically wholesome and conservative. Whether the school spirit is cordial, progressive, mutually helpful, considerate and thoughtful. Whether there is a home-like atmosphere between student and student, teacher and teacher, and student and teacher.

5. The advantages for lectures, musicals, and other informatory and refining opportunities for growth.

6. The spirit of loyalty to the school on the part of the students and alumni, also the teachers themselves.

The average young man and woman studies best in an atmosphere of loyalty, peace, enthusiasm, and cheerfulness. Attend a school where these can be found in the very atmosphere.

It is a common experience to receive at this office the following inquiry: "Please send me a statement of the actual necessary expenses connected with attending *your* school per quarter, per session &c..

As a rule both parents and young persons making these inquiries wish a more or less definite statement of the total cost per quarter or year. An intelligent answer to this inquiry involves several return inquiries such as these:

1. What course or courses do you wish to carry?
2. Where and what kind of board do you wish?
3. What do you mean by "necessary expenses"?

For example, the teachers in the departments of Expression, Music, and the Model School are paid from fees charged in those departments and not by state appropriations; hence the fees in those departments are higher than in others.

Again, students from other states pay an additional or extra, fee of \$6.00 per quarter, over that charged West Virginia students, in the Normal and Academic departments.

The following, however, will answer the above inquiry somewhat accurately:

## 1. BOARD

Board, as spoken of here, includes *room, light, fuel and food*.

In the case of *club board* the room is furnished and cared for by the family from whom the student rents rooms; in the case of *private board* this is also true; in College Hall the girls furnish their towels, soap and bedding except the mattresses; all other things are furnished them.

Since a "school quarter", or term, varies in length

Fourteen Weeks in the Fall Quarter

Eleven Weeks in the Winter Quarter

Twelve Weeks in the Spring Quarter

it is somewhat difficult to give the cost per quarter except by rating the different quarters separately, which has been done below including, in

places, the Summer Half Quarter (*six weeks*). Furthermore, if a student is here for but one or two quarters his books cost him more, on an average, than when he attends the full year, since, if here for one quarter only he must have a full set of books for his classes, while, if here the entire year, most of his studies continue for more than one quarter in the same book, thus reducing the average cost per quarter, for books.

The cost of laundry, also, depends *very* largely on:

1. What one wears.
2. How often garments are washed.
3. How well cleaned and pressed one's outer clothing is kept.
4. How fresh and clean one cares to feel in one's clothing.

Few bills should be paid with greater readiness and cheer than one's laundry bill, and yet we fear *few* are paid with so much of complaint. It is no uncommon thing for a woman to pay \$25.00 for a \$5.00 hat with little of protest (more of boast) and then fuss with her washerwoman because she charges her \$2.50 per month for her laundry. The *hatmakers make money*, the *milliners live*, the washerwoman exists.

The figures given below for board are the average. Many get board cheaper by taking cheaper rooms, and some pay more by taking more expensive rooms.

The following is based on the report of the chairman of the Boarding Committee, Prof. J. A. Fitzgerald, and can be accepted as correct.

	CLUBS	COLLEGE HALL	PRIVATE FAMILIES
Fall Quarter, 14 weeks	\$44	\$49	\$56
Winter Quarter, 11 weeks	\$35	\$40	\$44
Spring Quarter, 12 weeks	\$38	\$42	\$48
Summer Half Quarter, 6 weeks	\$18	\$20	\$24

## 2. BOOKS

These cost, according to how far advanced in the courses a student is, and according to how long he stays at school, on an average, about \$2.50 per quarter.

## 3. FEES

Model School, per Quarter	\$5.00
Preparatory Work, per Quarter	\$5.00
Normal Course, per Quarter	\$3.00
Classic Course, per Quarter	\$3.00
Modern Language Course, per Quarter	\$3.00
Academic Elective Course, per Quarter	\$3.00
Piano, per Quarter	\$15.00 to \$18.00

Tuition in piano varies according to which quarter and according to

whether under the head teacher or an assistant teacher.

Voice, per Quarter \$18.00

Expression, per Quarter \$16.00 to \$20.00

Tuition in Expression varies according to whether the first, the second, or the third year work.

In addition to the above the following are charged only in special quarters or years, and in special subjects:

1. Biology, per Quarter \$1.00

2. Physics, per Quarter \$1.00

3. Chemistry, per Quarter \$2.00

4. Extra tuition in the regular courses for students from other states \$6.00

5. History of Music (Music students only) \$3.00 to \$4.00

6. Harmony (Music students only) \$5.00 to \$6.00

7. Use of Piano for practice, from \$1.00 up to \$6.00

according to how many hours per day the piano is used, a student seldom using it over 5 hours per day, the average being 2 hours per day which would be \$3.00 per quarter.

## QUARTERLY EXPENSES

Combining the various "Necessary Expenses," including Fees, Laundry, Books, and Board and classify them under the three heads under which boarding comes, the following will show a very close estimate of the "Total Necessary Expenses" per Quarter, at this school: "C. B."—Club Board. "C. H."—College Hall Board. "P. F."—Board in Private Families:

	Fall Quarter		Winter Quarter		Spring Quarter		Summer Quarter	
	C.B.	C.H. P.F.	C.B.	C.H. P.F.	C.B.	C.H. P.F.	C.B.	C.H. P.F.
Classic Course .....	\$56.	\$61	\$47.	\$52.	\$50.	\$54.	\$29.	\$31.
Modern Language Course .....	56.	61.	47.	52.	50.	54.	29.	31.
Academic Elective Course .....	56.	61.	47.	52.	50.	54.	29.	31.
Normal Course .....	56.	61.	47.	52.	50.	54.	29.	31.
Model School, any Grade.....	58.	63.	49.	54.	52.	56.	31.	33.
Preparatory, (7th and 8th Grades) .	58.	63.	49.	54.	52.	56.	31.	33.
Piano .....	82.	87.	73.	78.	76.	80.	38.	40.
Voice .....	76.	81.	67.	72.	70.	74.	39.	41.
Expression .....	75.	80.	66.	71.	69.	73.	39.	41.

## ANNUAL EXPENSES

Omitting the Summer Quarter which is more or less independent of the regular session, the Annual "Necessary Expenses" at this school can be pretty safely listed as follows:

Classic Course .....	\$153.	\$167.	\$184.
Modern Language Course .....	\$153.	\$167.	\$184.
Academic Elective Course .....	\$153.	\$167.	\$184.
Normal Course .....	\$153.	\$167.	\$184.
Model School, Any Grade.....	\$159.	\$173.	\$190.
Preparatory (7th and 8th Grades).....	\$159.	\$173.	\$190.
Piano .....	\$183.	\$197.	\$214.
Voice .....	\$177.	\$191.	\$208.
Expression .....	\$176.	\$190.	\$207.

## A WORD ABOUT CLUB BOARD

By Club Board is meant, simply, that a group of young men or women, *ten to twenty-five*, often more, take their meals at the same place. One of the young men, appointed from the gentlemen of the Senior class by the Boarding Committee of the Faculty, is commissioned to supervise the buying and other details, collect the board bills, etc., and be responsible for the general condition of the club, order, number in it, etc. He and the Boarding Committee decide what homes shall be selected as the places for the clubs. The lady in whose home the club is located opens her dining room to the young men, prepares the food, and serves it for so much per student per week. The students have their rooms in the city near by with good families and report to the club for their meals.

This is not only an entirely creditable method of boarding, but has become the most customary in all schools not provided liberally with dormitories. Practically all our young men take this kind of board.



## COLLEGE HALL

College Hall is a ladies dormitory with rooming capacity for about 90 girls, and dining capacity, by crowding, of about 125.

This Hall is composed of the two eastern sections of the college building; it stands on the eastern end of the high central portion of the grounds, 300 feet from Third Avenue, 350 feet from College Avenue, on the South, and on the North, 400 feet from 17th Street, on the East. On the West it is joined to the college buildings, the central hallway on the first floor extending continuously through both the dormitory and the college buildings, though a double door closes the passage from one to the other when necessary. On the *second* and *third* floors the dormitory is separated from the college buildings by an 18 inch brick wall with *no openings* in it.

COLLEGE HALL is three stories high besides a full basement story, half of which is above ground, and the knoll on which the buildings stand, composed of sand, and rolling in every direction from the buildings, provides such a condition as is especially favorable for a basement, it always remaining *perfectly dry* no matter how wet the weather. It is the most airy, the most healthful, and in hot weather, the coolest spot in Huntington. It is as well, one of the highest, commanding a beautiful view in every direction. Approached by broad paved walks, by a wide driveway in the rear, and surrounded by green lawns of exceptional beauty, ornamented with stately old trees, this school home for girls is one of rare beauty and attraction.

### ONLY LADIES ADMITTED

THIS HALL is a home for lady students and teachers, and is so arranged that the occupants need not go out in the weather in passing to and from school, also, that they may have the long hallway for an exercise space when the daily sessions of school are closed. This is a great convenience, a most valuable sanitary feature of the girls' school life. Whether it rain or hail or snow, they still have plenty of room for exercise.

No young gentlemen are admitted to College Hall to room, though a few may be admitted for meals when the dining room is not overcrowded.

Young ladies who wish to engage rooms in the hall should always write or speak at least *three months* in advance if they would be sure of accommodations, and even then it is not always possible to find room. True, it often happens that one or more girls who have engaged rooms find it impossible to take their rooms, owing to sickness or other unavoidable causes, in which cases applicants for rooms at a very late date even can be accommodated, hence it always pays to inquire.

"Engaged" means "paid for" for one term or quarter in advance, and not merely "spoken for"; otherwise many worthy girls might be denied rooms when calling for them, because some wholly unreliable ones

whose coming to school was quite unlikely had "spoken for" rooms.

Only regular students and teachers are allowed to board in the hall. Sisters, mothers, and others may visit for a brief season, but in no case except sickness are they expected to remain any length of time.

## COMFORTS

The building is heated by steam and lighted by natural gas.

Hot and cold water is furnished throughout the building, on all floors, there being an automatic water heater in the basement which furnishes nine gallons of hot water per minute.

All bath rooms have hot and cold water connections, the girls' bath rooms having two bath tubs each, porcelain finish, three wash-bowls in a marble plate and two closets. Each of these is made private by inside screens and doors to the several compartments in addition to the bath room door, and the private bath compartments have gas jets.

The Bell telephone system is connected with the hall, and through this, the Western Union and Postal Telegraph system, thus placing the occupants of the hall in communication with all parts of the world. Long distance phone connections, are also a convenience to the hall.

In addition to the two stair-cases as a means of escape in case of fire, the following are of special value:

1. The large veranda roof, 14x52 feet, to which access is made by four double windows, two large single windows, and a double door from which roof escape is easy by ladder or by rope.

2. Through the president's rooms, and the rear veranda, 8x22 feet, from which escape is easy by ladder or rope.

3. Two fire escapes, one from each section of the hall, and extending from the third floor windows to the ground.

4. Extending from basement to third floor in each section of the building, both in the hall and in the school building, are 4-inch water pipes, with a hose 60 feet in length connected with each pipe on every floor, basement included, and water pressure sufficient to throw a flood stream over 200 feet. There are three double doors for exit on first floor, two single ones, and 18 large windows, some of them double.

In addition to the conveniences named above the following are worth considering.

1. Street car connections with all parts of the city and adjoining towns, the cars passing by the college gate, only 300 feet from the hall.

2. The large, beautiful grounds for promenading, athletics and lounging.

3. The long hallway, 400 feet, for promenading in bad weather.

4. The immediate connection of the hall with the school building, girls thus being able to pass from the hall to class-room, "to go to school," in short, without going out of doors. So, with all college entertainments, lectures, commencement exercises, etc.

5. The large front veranda, 14x52 feet, a luxury indeed, summer and winter.
6. The college parlors, which are open to all hall students.

### SOME ADVANTAGES

1. The protection assured young ladies against undesirable company, male or female.
2. The systematizing of their work. A time to work, a time to sleep, a time to recreate, etc.
3. The oversight of a preceptress, whose duty it is to care for the girls.
4. Care and attention when sick.
5. Assistance when shopping.
6. Chaperones who can be trusted to diligently serve the young ladies.
7. Board at reasonable rates.
8. Opportunities for associating with the instructors of the school.
9. Facilities for culture in the way of receiving company, preparing for company, table manners, hygienic culture, dress, conversation, etc.
10. Counsel and advice from the president, whose rooms are in the hall.

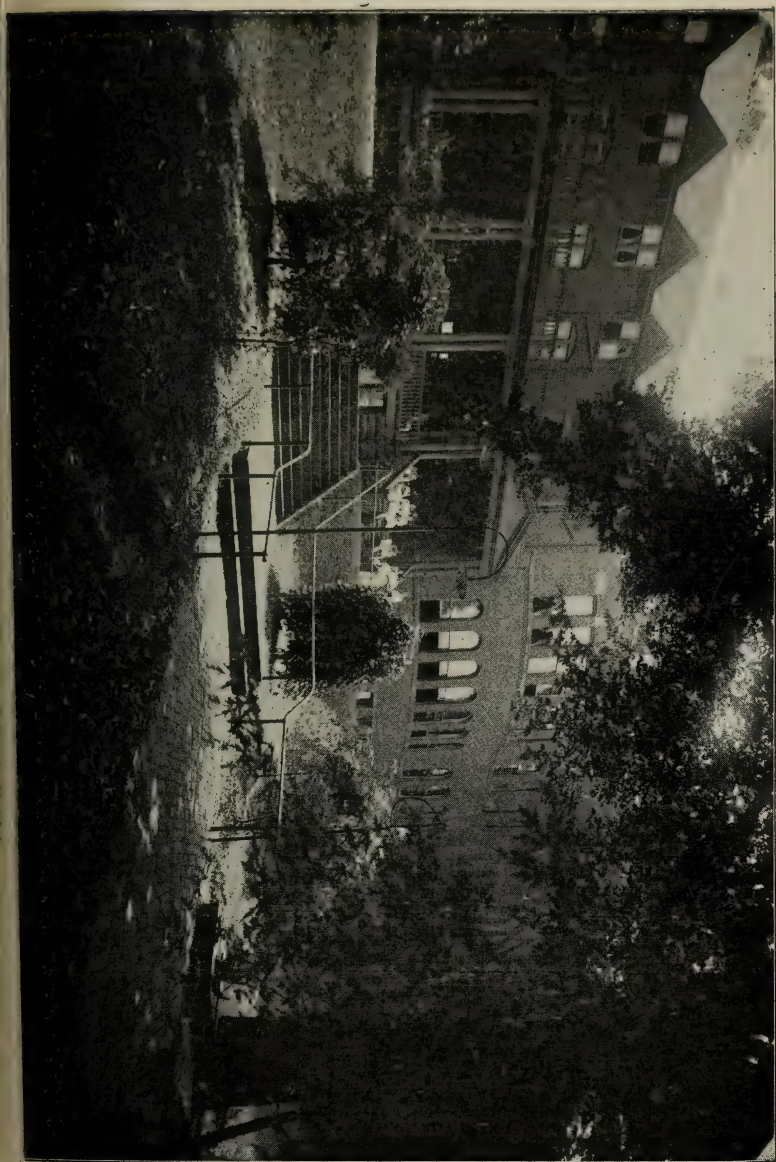
### CONVENIENCES

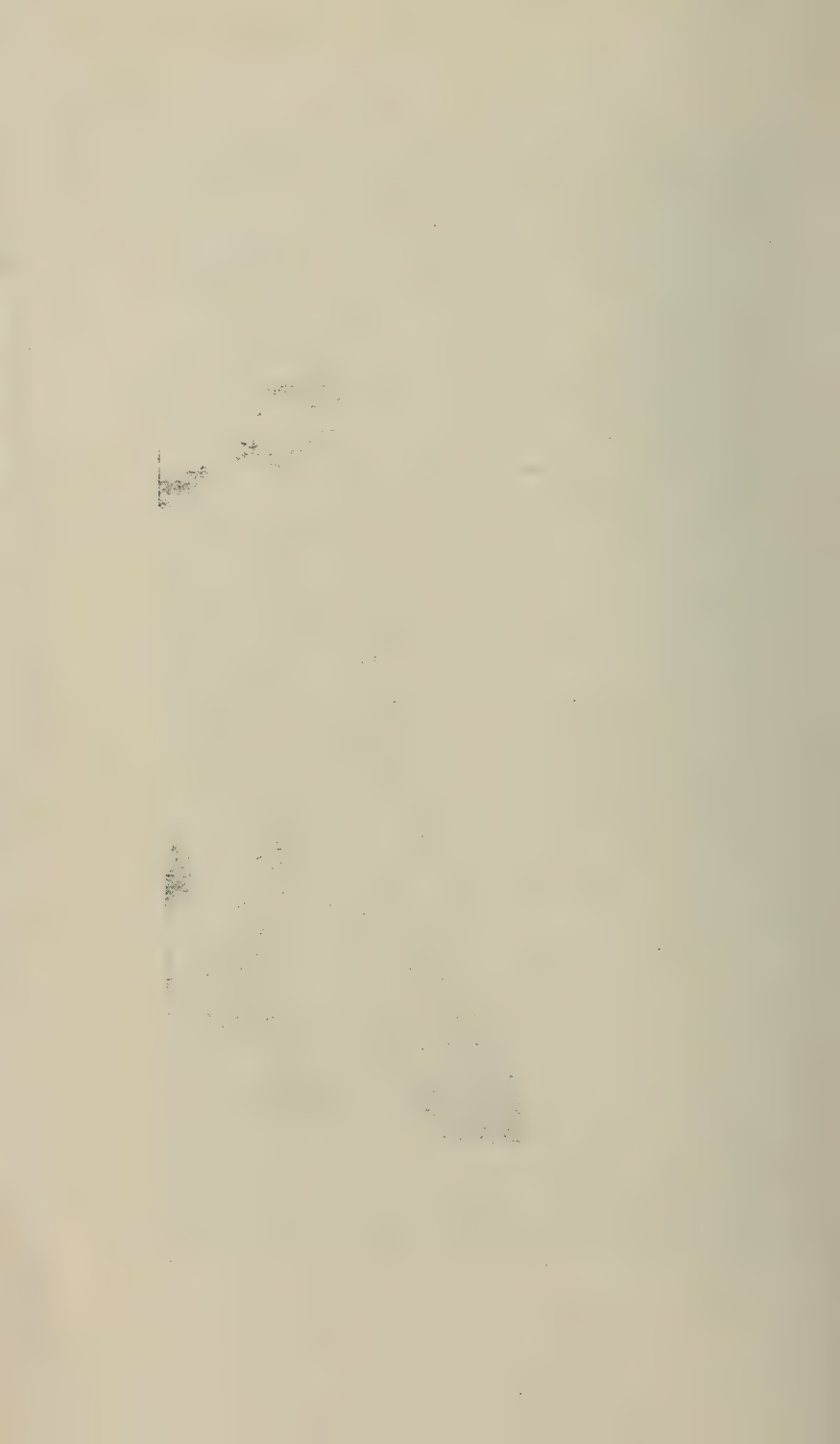
The rooms are furnished with *single beds, mattresses, wardrobe, dresser with mirror, chairs, table, light and heat*. Students are required to furnish their own *bedding*, (except the mattress) their own *napkins and towels, a knife, a fork, a spoon, 2 glasses, a small pitcher, and a soap dish*. These are necessities and cannot be furnished by the state. They are for use in the room, not in the dining room, and keep their *room clean and in order*.

All rooms are furnished with *drop-light gas lamps* with Welsbach burners, but all breakage of lamp, mantle, or other fixtures, about the light after the girls take possession of a room is paid for by the occupant of the room.

While there is very little difference in the advantage derived from the location of the various rooms, some preferring one floor, some another, yet there is some difference in a few instances and the room rent has been scheduled so as to average these differences. It is our opinion, and an opinion formed after having our own rooms on the second floor of the hall ever since it was completed, January, 1898—that the third is preferable in every way to the second, unless it be in case of fire, and with fire escapes on every floor, and large hose, 60 feet in length, with enormous water pressure for preventatives from danger in this respect, there is little more danger on the third than on the second floor.









Two of the lady teachers have rooms on the third floor, three and the preceptress on the second, and the matron on the first floor.

### ROOM-RENT

**THIRD FLOOR.** Rooms 2, 3, and 15 are rated at \$14.00 per term, two in a room (\$7.00 each). These rooms are 12x16 feet.

Room 1 is rated at \$18.00 per term, two in a room.

**SECOND FLOOR.** Rooms 21, 27, 28, 29, 31, 32 and 34 are all rated at \$14.00 each per term, two in a room (\$7.00 each person.) No. 21 is the lightest room in this list, but the partition separating it from the hallway does not extend to the ceiling, it being a section of the hallway cut off by a wood partition eight feet high. All these rooms are 12x16 feet.

Suite No. 17 and 18 is one of the most desirable in the house. It is rated at \$18.00 per term two in the suit or \$21.00 per term, three in the suite.

Suite 19 and 20 is rated at \$18.00 per term, two in the suite (\$9.00 each) or \$21.00 per term, three in the suite (\$7.00).

**THIRD FLOOR.** Rooms 41, 46, 47, 48, 49, 52, 56, 58, 59, 53 and 55 are all rated at \$13.00 per term, two in a room (\$6.50 each). These rooms are each 12x16 feet.

Suite 37 is rated at \$18.00 per term, two in the suite (\$9.00 each person), or \$19.50 per term, three in the suite (\$6.50 each). Rooms 42, 43 and 44 (three Nos. or doors to two rooms), may be used as a suite at \$18.00 for two, \$21.00 for three or \$26.00 for four, per term. Room 45 is rated at \$14.00 for two (\$7.00 each).

Suite Nos. 50 and 51 is rated at \$18.00 per term for two or \$19.50 for three. This suite has a large and airy bed room, a nice light work room with a beautiful view, and is immediately at the head of the east stair-case.

Room No. 54 is the S. E. corner room with two windows, fine view, exposed to the morning sun, and near the head of the staircase. It is rated at \$14.00 per term, two in the room (\$7.00 each).

Every room in the hall is thoroughly overhauled each summer—ceiling, floor, walls, windows and furniture thoroughly scrubbed, cleaned and fumigated.

Accordingly, on the opening of school each fall the hall is practically new from garrett to basement, inclusive.

**ROOM-RENT NOT REFUNDED.** There are always calls for more rooms than there are rooms to rent; accordingly some girls must be left out; and if a girl leave before a term closes, not only has some other girl who would, in all probability, have remained the entire term, been denied room in the hall, but should the state refund room-rent it would lose part of a term's rent when the other girl would likely have paid the full rent. And since the income for room-rent is *much* less than is necessary to keep the hall in order, the State is obliged to enforce a rule of this

kind to protect itself against the loss of needed funds.

All rooms are now furnished with single beds.

So numerous are calls for rooms during the last five years that to be sure of one a girl should engage her room sometime in advance of the opening of the term, and pay for same in advance. First paid for, first served is our rule.

No room is intended to accommodate fewer than two girls, and suites are expected to accommodate three.

### CONTINGENT FEE

A "Contingent Fee" of \$2.00 per term is paid by all who enter the hall. It has been found that the contingent expenses of the hall have run behind more and more each year, hence in order to keep the hall in better repair and in better condition as a home, which means the employment of more service, the "Contingent Fee" is charged. This fee will not be refunded, but goes into the "Repair and Service Fund."

All damages done to building, furniture, fixtures, etc., will be paid for in full by the girl responsible therefor, and the amount thereof will be assessed by the treasurer and the preceptress.

The occupants of a room are responsible for the furniture and the condition of everything else in their own rooms, whether damage be done by them or some other, unless they make known the one who did the damage.

Sometimes girls leave water spigots open on leaving the bath-room. These cause overflow which seriously damage the rooms below. Such things result in damage from overflow of water. A fee of \$2.00 will be charged for every case of neglect. A fee of \$1.00 is charged in every case of leaving the laundry gas burning or the laundry spigots open. Carefulness in the use of another's property is an essential part of a student's training.

This carefulness should be observed especially in the following ways.

1. Economy in the use of lights. Common honesty toward the State would require that no lights be kept burning when not necessary, just as in domestic economy.
2. Care of furniture. All unnecessary breakage or destruction of property either in the school or in the hall should be studiously avoided.
3. Windows should always be closed when leaving the room, except when out for just a moment. No one knows when a rain storm will come up and rain dash in a window, ruin some furniture, and run through the floor, staining the ceiling below.
4. Caring for the walls, by refraining from driving nails therein or tacks, or in any way abusing them.
5. Window shades should always be left above a raised window to prevent the wind from threshing them about or the rain from soiling them.

Neglect of such things as enumerated above, or of any other feature of caring for the hall, will be paid for by the one or ones responsible

therefor, for there is no excuse for either careless or wilful neglect.

Room-rent, Contingent Fee, and Table Board are payable to Mrs. Kearn, matron. Room-rent and contingent fees are payable in advance per term, that is, at the opening of each term.

### TABLE BOARD

All money paid in for board goes to defray the expenses of conducting the boarding department, including the employment of matrons, kitchen servants, and the purchase of food stuffs.

TABLE BOARD IS \$12.00 PER MONTH OF FOUR WEEKS, and is payable *in advance* to Mrs. Kearn, matron.

*All correspondence concerning board, room, and other expenses in College Hall should be directed to—*

MRS. NELLIE KEARN, Matron,  
Marshall College,  
Huntington, W. Va.

No deduction can be made in table board for a few days absence at the beginning or end of the term. Christmas and spring vacations are deducted as they come between terms; the Thanksgiving recess is *not* deducted as it comes during the fall term and expenses for service, &c., after once opening up for the term, are just the same and cannot be lessened until the end of the term.

*Only severe illness* will be regarded sufficient cause for deductions from table board and then absence of a week or more will be counted. Anything else simply encourages irregularities of attendance and unnecessary inconvenience in book-keeping.

Meals will be served in girls' rooms when the preceptress deems it a case worthy of such attention though this must be limited to cases of illness of such a nature as to require extra care.

College Hall as related to Marshall College, is, in no sense of the word, a boarding school, except so far as it is connected with a school and is for young ladies.

The purpose is, to make the hall, as nearly as possible, one big family, each as much interested as every other in caring for the building and furniture, each equally interested in pleasing every other member, and each equally interested in everything pertaining to the welfare of all, ready to obey because it is the proper thing to do, and most careful to do nothing that would bring pain or discomfort to any other.

Be it said to the credit of the young ladies of the hall, more and more do we note the emphasis placed upon a sense of honor in all matters pertaining to duty and to discipline. The feeling that it is a school family of young ladies, becomes more evident year by year. Only good, well-disposed, work-inclined girls are welcome here. Rich and poor receive exactly the same treatment. Not *who* they are, but *what* they are, decides how girls shall be received and treated.

## GOVERNMENT

Beyond the expectation that the life of our students shall conform to the requirements of promptness and fidelity to duty, that they be, and act a lady at all times; that they exhibit that considerate regard for others which characterize refined womanhood, we have few fixed rules.

This does not mean, however, that the young women are absolutely without restriction.

The preceptress has the personal oversight of the students who reside in College Hall and such house regulations are enjoined as are considered necessary to good order and good habits, and for securing the best educational results.

A persistent disregard of these regulations will forfeit the student's right to the privileges of the hall.

Parents will please note the following:

I. If they send their daughters or others, for whom they are responsible here, they must send them *wholly* subject to our government, for while under our care we must decide what is best, and not they.

II. Young ladies do not receive callers at the Hall, except as the preceptress may deem correct. The frequent receptions and other attractive social features are under the supervision of the preceptress.

III. Study hours are from 2:00 to 4:00 p. m., and from 7:00, (7:30 in late spring) to 9:45, during which time no visiting is permitted. This is essential to good study.

IV. Leaving the grounds is by permission of the preceptress. We must know where the young ladies are if we are to be responsible for them.

V. Parents often give permission to their daughters to go out to spend the night *in the city or neighborhood*. This may seem a simple permission to them, but we who know the situation better than they, deem this very unwise, and such permissions cannot be granted. The daytime is long enough for city calls.

Sometimes a special invitation is extended by a lady friend living in an adjoining town or city or a more or less distant one, or in the country, perchance, to a young lady or ladies in the Hall, to visit her in her home. Such permissions depend upon the following conditions:

1. The parents' written permission sent the preceptress direct and not to the daughter.
2. The unreserved approval of both the preceptress and the president of the school.
3. The distance and the conveniences of travel to reach it.
4. Who extended the invitation and the circumstances attending it
5. The time required and whether any school work will be sacrificed.
6. If young ladies live close to the city they are permitted to



go home somewhat often, provided they miss no lessons; but even this is not best, at least it is easily overdone.

Other regulations will be announced to students at the opening of each term, and at other times if needed.

We, therefore, very respectfully notify parents that when they send their daughters to the hall they must send them subject to the government of the hall; we can receive them on no other terms. If they wish special liberties granted their daughters we must know in advance what they are, for if they in any respect conflict with our hall government, they cannot be granted.

Every privilege consistent with the safety, culture, and education of young ladies is assured them and their parents in advance.

### ADDITIONAL ROOMS

It having been found quite out of the question to accommodate all young ladies, who apply for rooms in College Hall, arrangements have been made with good families in the immediate vicinity of the college (none of them living more than half a block from the college grounds, practically all of them facing the grounds) for additional rooms where young ladies may be nicely housed in first class homes close enough to College Hall for their meals even in the worst of weather, and where the authorities of the Hall and of the school can keep in very close touch with them in case of sickness or other need of attention, additional to what their hostesses are expected to give them (and which they always cheerfully do.)

The following is a list of the rooms closest to the college, the location of each room in the city and in the home, the price of each per month and the names of the hostesses:

The prices given are for the entire room, per month. For example: A room at \$8.00 per month means that, whether one, two or more occupy the room, the total cost per month is \$8.00, and not \$8.00 per student (unless there be one student in it); if two in the room the cost to each is \$4.00 per month.

The addresses given below are all in good localities and are approved by the college authorities.

Mrs. F. A. Weider, 1644 Third Avenue.

two side rooms at .....\$8.00

Bath, with hot and cold water.

Mrs. C. P. Barger, 1630 Third Avenue:

One front room .....\$10.00

One front room ..... 8.00

One suite—side and back room..... 15.00

One side room ..... 8.00

One back room (one person)..... 4.00

Bath, with hot and cold water.



Mrs. T. J. Skeer, 1554 Third Avenue:

One front room ..... 10.00

Bath conveniences.

Mrs. U. R. Gotshall, 1538 Third Avenue:

One side room .....\$8.00

Bath conveniences.

Mrs. A. W. Walcott, 1513 Third Avenue:

One front room .....\$ 7.00

One front room ..... 4.00

Mrs. J. Gorsuch, 1677 Fifth Avenue:

One front room .....\$ 8.00

One front room ..... 10.00

One side room ..... 8.00

One side room ..... 6.00

Bath conveniences.

Mrs. Maude Caldwell, 1667 Fifth Avenue:

One front room .....\$ 8.00

One front room (one person)..... 5.00

One side room ..... 8.00

One first floor room ..... 10.00

Bath conveniences..

Mrs. H. M. Ensign, 1607 Fifth Avenue:

One front room .....\$10.00

One front room ..... 8.00 ..

Three third floor single rooms at..... 5.00

Bath conveniences.

In the immediate vicinity of the college, just across Third Avenue, 16th Street, and College Avenue a number of new houses are being built as this catalogue is being written, in which additional new and convenient rooms will be ready by September 1st.

## DIRECTIONS AND SUGGESTIONS

I. Trunks which are to come to College Hall should be carefully marked, either by having the name of the one whose goods it contains clearly stamped or written on it, or written on a card and the card carefully tacked to, or tied to, the trunk, and addressed clearly to,

Marshall College,

Huntington, W. Va.

Care College Hall.

II. If a young lady who has never been at the school has not written for some one to meet her at the station, or if the one who is to meet her happen to miss her at the station, she should promptly get in one of the taxicabs (autocabs) at the station and have the driver (chauffeur) bring her directly to the college, south entrance.

III. All young ladies should arrive the day before school opens, not on opening day, nor two or three days before opening, and especially, if at all avoidable, not after the opening day.

### IMPROVEMENTS

During the summer vacation, 1911, arrangements have been made to have the following improvements made in College Hall:

I. Hard wood floors laid in the entire first floor hallways, and in the young ladies' parlor.

II. New toilet rooms on first floor.

III. All rooms freshly tinted and thoroughly cleaned and renovated.

IV. New steps at the north entrance.

This work will be completed before the September, 1911, opening. Don't forget the date of the September opening

WEDNESDAY

SEPTEMBER 13, 1911.

ARRIVAL DAY—TUESDAY, SEPTEMBER 12.

A

CHEERY, HEARTY

WELCOME

## BUILDINGS AND GROUNDS

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### 1. BUILDINGS

These are located in the center of the school grounds on an elevation of about 20 feet above the surrounding streets, overlooking the entire campus, a good portion of the city, the Ohio hills on the north, and the West Virginia hills on the South.

Our school edifice now consists of a series of five buildings solidly connected, a continuous hallway extending from one end to the other.

The buildings have their main frontage on Third Avenue and on Sixteenth street.

The Third avenue or north frontage is about 400 feet in length, and faces the Ohio river, two blocks distant, the Ohio hills looming up beyond.

The Sixteenth street or west frontage is 140 feet in length, facing the main part of the city.

The secondary frontages are the Fifth avenue, or south front, 400 feet, and the Seventeenth street or east front, 55 feet.

The two eastern sections of the buildings, composed of three wings, 26x55 feet, 40x70 feet, and 40x73 feet, compose the ladies dormitory sections, known as College Hall. Between these and other sections there is a heavy brick wall with no openings in it above the first floor.

The three western sections are given up exclusively to school purposes. These are; respectively, beginning with the most eastern, 70x78, 55x84, and 101x140 feet. All have been built since 1897, one excepted, and that one was thoroughly overhauled inside and out in 1899, thus making the entire series new and up to date in their appointments.

### 2. GROUNDS

The school grounds, located between Third avenue on the north and College avenue on the south, and between Sixteenth street on the west and Seventeenth street on the east, two city blocks in length and one and one-half blocks in width, contain 16 acres of land, for which nature has done much toward adapting them for the purpose for which they have been appropriated.

Paralleling the longer idmensions of the grounds, (the eastern-



*AT THE 16th ST. ENTRANCE*





western dimensions,) and but two city blocks to the north, is the Ohio river; one block nearer on the same side is the B. & O. Railway, and bounding the northern front is Third avenue, 100 feet wide, on which is the Ohio Valley Electric Railway, connecting the college with all parts of the city, with Guyandotte four miles to the east, Ceredo eight miles west, Kenova ten miles, Catlettsburg, Ky., twelve miles, Clyffside Park, with its beautiful groves and lake, fourteen miles, Ashland, sixteen miles, and Ironton, Ohio, twenty-one miles west, students from which centers and from the intermediate smaller towns landing from this railway at the northern gate of the college. This electric line brings Marshall College in immediate connection with the homes of about 75,000 people.

To the opposite side of the grounds, (the Fifth avenue, or south side), three blocks distant, is the C. & O. Railway, and one block distant is the Sixth avenue branch of the Ohio Valley Electric Railway.

## STUDENT ORGANIZATIONS

### LITERARY

#### *THE VIRGINIA LITERARY SOCIETY.*

This society has its own hall, 36x52 feet, handsomely finished and well furnished.

#### *THE EROSOPHIAN LITERARY SOCIETY.*

This society has its own hall and has it handsomely finished, carpeted and furnished.

#### *THE OUTLOOK DEBATING CLUB.*

This club is for young men only.

#### *THE CICERONIAN DEBATING CLUB.*

This club is also exclusively for young men.

#### *THE DEMOSTHENIAN CLUB.*

See under Department of Expression.

#### *THE ZETA RHO EPSILON CLUB*

This club is for both sexes.

#### *PHYSICAL CULTURE CLUB.*

See under Department of Expression.

#### *DIE DEUTSCHE GESELLSCHAFT.*

This also is for both sexes.

#### *THE DRAMATIC CLUB.*

This club is a feature of the work in the Department of Expression and is for both sexes.

### RELIGIOUS

#### *THE Y. M. C. A. AND THE Y. W. C. A.*

These organizations have their own hall, 36x41 feet, handsomely finished and furnished, well carpeted, and equipped with a new piano.

## ATHLETICS

Gradually the means for developing a proper athletic spirit among the students are being placed within reach of those responsible for progress in this line.

An athletic fee of 75 cents per term, (\$3.00 per year) is now charged and is collected as a part of the term enrollment fee. This fee not only insures a very substantial income for the athletic fund, but it entitles each student to a ticket of free admission to all athletic games and contests, thus encouraging a much more extensive and enthusiastic athletic spirit, since the vast majority are now in sympathetic touch with athletic sports and games.

The athletic field is fenced, gated, and officered, thus providing from gate receipts from outsiders (an additional substantial income) and giving atone of genuine athletic spirit to all forms of sports and games on the field.

A grand stand has been erected which not only accommodates those sensitive to rain, storm and sunshine, but provides an additional income.

The association has been much more effectively organized and more efficiently officered from year to year, thus assuring better business methods.

The officers of the Athletic Association for the year 1910-11 were:

Director of Athletics, Boyd B. Chambers.

President, Floyd M. Cornwell.

Vice President, B. H. Hildreth.

Secretary-treasurer, Grace Felton.

General Manager, V. H. Halstead.

Assistant General Manager, George M. Lyon

Manager Football Team, B. Hildreth

Manager Basket-ball Team, Robert B. England.

Manager Baseball Team, H. Fay Amos.

Manager Track Team, George M. Lyon.

The season's (1910) record in football was:

Charleston	0
Marshall	28
W. Va. Wesleyan	5
Marshall	0
Morris Harvey	0
Marshall	0
Kentucky Wesleyan	0
Marshall	40
Davis-Elkins	3
Marshall	6

Morris Harvey	6
Marshall	8

## Totals—

Opponents	14
Marshall	91

The season's (1911) record in baseball was:

Huntington (Mountain tSate League)	1
Marshall College	2

Huntington (Mountain State League)	7
Marshall College	5

Montgomery (Mountain State League)	3
Marshall College	2

Montgomery (Mountain State League)	7
Marshall College	1

West Virginia University	3
Marshall College	1

Fairmont State Normal	3
Marshall College	8.

West Virginia Wesleyan	1
Marshall College	2

Marietta College	4
Marshall College	10

Marietta College	1
Marshall College	9

West Virginia University	2
Marshall College	0

Kentucky Wesleyan	0
Marshall College	17

Kentucky Wesleyan	7
Marshall College	6

Marshall College Alumni	8
Marshall College	9

The "Athletic Carnival" for the year 1912 will be held on the 22nd, 23d, and 24th of February, 1912. This carnival was a feature of the Athletic Association for the year 1911, clearing the Association about \$300.

## ALUMNI ORATORICAL CONTEST

The class of 1908 offers an annual cash prize of \$20 to be given the successful competitor in an oratorical contest which is a part of the annual commencement programme.

This is an altogether commendable thing on the part of the class, and will, we doubt not, from year to year, create more and more enthusiasm in this worthy line of effort among the student body. The three competitors for 1911 are:

O. P. Lambert,

C. F. Hull,

and

Milton Musgrave

## LECTURE COURSE

### SESSION 1911-'12

The following compose the regular lecture course for the session of 1911-'12:

1. The Le Brun Grand Opera Quartet.
2. The Aida Quartet.
3. Hon. Champ Clark, of Missouri.
4. Ex-Governor Curtis Guild, of Massachusetts.
5. Ex-Senator Frank J. Cannon, of Utah.
6. Ex-Governor E. W. Hoch, of Kansas.

Since the course was made up Governor Guild has been appointed to a foreign ambassadorship, hence will hardly be able to fill his appointment here but an equally good number will be substituted in case Mr. Guild cannot come.

## SUGGESTIONS

1. Come the *full year* if possible.
2. Get acquainted with the best students.
3. Join one of the literary organizations within the first month after entering.
4. Take part, and take part earnestly and enthusiastically, in all the students' exercises approved by the faculty.
5. Good study means a good appetite, a good appetite means a clear head and a warm heart. In order to have the appetite one *must* exercise at least "one hour" each afternoon and exercise vigorously.
6. Take *plenty* of exercise and take it between 2 and 7:30 p. m., sometime; not earlier, not later.
7. Take part in athletics. It pays the school to have hearty, vigorous students, and it pays the students.

8. Take a full course if you can. It means much to *complete* things.

9. Enter on the opening day and remain till the term has closed, if possible.

10. Less than *four solid hours'* study per day means poor work; *four* should be a minimum, *six* a maximum. This does not include recitation hours.

11. Never go off and leave your books lying in the study hall or anywhere else about the building. They are not too heavy to carry with you, or should not be. The school cannot be responsible for losses thus incurred.

12. Use the library as much as possible. There is no more valuable opportunity for young persons offered here than the excellent list of periodicals and the collection of books in the library.

13. Do not hesitate to come to school because you are out of your teens or twenties or thirties even. If we had our preference we should have no one graduate under 21. It is much easier to find them good positions when mature. Every year we enroll students who are married, who realize that when an education is needed there is no age limit.

14. *Make your school your home.* Treat it as your home and it will so treat you. You will be received just as you receive others, loved just as you love others. Be loyal to your school and your teachers and help make the school a part of yourself as well as yourself a part of your school. Let your motto be: "I'll do everything in my power to make the school glad I am a part of it and myself glad that it is a part of me."

15. If any one wants information not given in this catalogue write for it and answer will promptly be made.

16. Every student who handles his own money should either deposit nearly all of it in his home bank before leaving home, then pay his bills by checks, or should, on arriving here, draw a check on his home bank for the amount needed for the term, at least for some time, deposit the check in a Huntington bank and pay his bills by check thereon or by drawing out small amounts by check as he needs cash. This not only is safer than carrying one's money about in one's pocket or having it locked in one's trunk, it is more businesslike and usually teaches economy by having a balance statement of one's capital before one's eyes every time one draws a check.

17. Appointments by county superintendents are no longer essential. Pack the grip or trunk, come, and stay till you graduate.

## GRADUATES

Since Marshall College became a state school 862 young men and women have been graduated from the various courses of study offered in the school, as follows:



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Year	Males	Females	Total
1870	3	1	4
1871	3	6	9
1872	4	7	11
1873	8	1	9
1874	0	0	0
1875	5	9	14
1876	8	7	15
1877	5	9	14
1878	4	4	8
1879	5	5	10
1880	6	9	15
1881	0	0	0
1882	2	2	4
1883	1	3	4
1884	4	4	8
1885	4	4	8
1886	7	8	15
1887	2	4	6
1888	3	9	12
1889	3	6	9
1890	1	5	6
1891	2	5	7
1892	3	5	8
1893	4	6	10
1894	0	5	5
1895	0	7	7
1896	5	12	17
1897	9	10	19
1898	3	9	12
1899	3	8	11
1900	7	13	20
1901	15	9	24
1902	12	20	32
1903	4	9	13
1904	18	22	40
1905	12	10	22
1906	21	22	43
1907	29	48	77
1908	24	50	74
1909	24	42	66
1910	34	57	91
1911	20	69	89
Totals	327	535	862

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In spite of the greatly increased numbers in the graduating classes of late years the demand for teachers trained in this school increases more rapidly than the school can supply them. Every available member of the class of 1910, a class of 91 members, was "picked up" by the cities, towns, and better paying rural districts very soon after commencement, and "no" had to be returned to a number of calls for principals, and a much larger number of calls for teachers in the cities, towns, and rural districts of this state, to say nothing of calls from several other states, Ohio, Oregon, Washington, Virginia, Tennessee, Mississippi, Kentucky.

## NAMES

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### Graduate Students

Beswick, Addie .....	Huntington, W. Va.
Beuhring, Raymond Lee .....	Huntington, W. Va.
Fischbach, Flora .....	Huntington, W. Va.
Fox, St. Elmo .....	Huntington, W. Va.
Reed, Mary .....	Huntington, W. Va.
Tufts, Helen .....	Huntington, W. Va.
Witten, Susan .....	Witten, Ohio
Wright, Goldie Bias .....	Huntington, W. Va.

### Graduating Class, 1911

Albert, Arthur Clinton .....	Dorr, W. Va.
Allen, Virginia .....	Ravenswood, W. Va.
Amos, Howard Fay .....	Baxter, W. Va.
Ankrom, Jessie .....	Alma, W. Va.
Backus, Lenore Susan .....	Oak Hill, W. Va.
Bailey, Oscar Charlton .....	Rock, W. Va.
Baldwin, Addie Beryl .....	Huntington, W. Va.
Baumgardner, Garnet .....	Milton, W. Va.
Beswick, Addie .....	Huntington, W. Va.
Bird, Grace .....	Martinsburg, W. Va.
Bonham, Edna .....	Abingdon, Va.
Brandebury, Helen Gertrude .....	Huntington, W. Va.
Brockmyer, Werneth .....	Huntington, W. Va.
Burdette, Gertrude .....	Point Pleasant, W. Va.
Carter, Helena .....	Huntington, W. Va.
Caton, Nina Alberta .....	Huntington, W. Va.
Cavendish, Fred Clinton .....	Ramsey, W. Va.
Cobb, Alta Frances .....	Mercer's Bottom, W. Va.
Cobb, Lillie .....	Mercer's Bottom, W. Va.
Collins, Eva Clare .....	Thacker, W. Va.
Cook, Violet Fae .....	Beckley, W. Va.
Cooney, Marcella Dorothy .....	Alvy, W. Va.
Corbly, Agnes .....	Huntington, W. Va.
Cox, Ernest Eudorus .....	Huntington, W. Va.
Cundiff, Ann Elizabeth .....	Huntington, W. Va.
Cyrus, Carrie Gray .....	Kenova, W. Va.
Dillon, Lake Erie .....	Huntington, W. Va.
Dixon, Grace Elizabeth .....	Huntington, W. Va.
Dorsey, Ervin .....	Bruce, W. Va.

Dotson, Glenna Olive .....	St. Mary's, W. Va.
Evans, Thomas Everett .....	Huntington, W. Va.
Felton, Minnie Elizabeth.....	Philippi, W. Va.
Fidler, Raymond Elmore .....	Harrisville, W. Va.
Fischback, Flora Carr .....	Huntington, W. Va.
Flesher, Ethel Murty .....	St. Mary's W. Va.
Freeman, Valery .....	Huntington, W. Va.
Garrison, Josephine Carlee .....	Guyandotte, W. Va.
Gibson, Goldie .....	Huntington, W. Va.
Gordon, Isabelle Turney .....	Huntington, W. Va.
Groves, Zella Imogene .....	Huntington, W. Va.
Harvey, Mary Elizabeth .....	Oak Hill, W. Va.
Hayslip, Leland .....	Huntington, W. Va.
Hearholzer, Margaret .....	Huntington, W. Va.
Holt, Merle .....	Kenova, W. Va.
Howard, Ida Florence .....	Pt. Pleasant, W. Va.
Huddleston, Willa .....	Oak Hill, W. Va.
Hypes, George William .....	Poe, W. Va.
Johnson, Marinda .....	Malden, W. Va.
Johnston, Olive .....	Bluefield, W. Va.
Kenney, Grace Marie .....	Huntington, W. Va.
Kerr, Marguerite .....	Huntington, W. Va.
Lewis, Lucie Geraldine .....	Mason City, W. Va.
Loeb, Edward Hirsch .....	Huntington, W. Va.
McCorkle, Mary Louise .....	Meridian, Miss.
McCullogh, Ruth .....	Huntington, W. Va.
Mackenzie, Caddie .....	Huntington, W. Va.
Mackenzie, Laura .....	Huntington, W. Va.
Mankin, Affa M. ....	Oak Hill, W. Va.
Mankin, Vera .....	Oak Hill, W. Va.
Marrs, Aubrey Ridgway .....	Huntington, W. Va.
Millender, Florence Elizabeth .....	Louisa, Ky.
Miskimins, Margaret M. ....	New Martinsville, W. Va.
Morrow, Ruth Virginia .....	Huntington, W. Va.
Musgrave, Ervin Milton .....	Wick, W. Va.
Normon, John Edward .....	Kenova, W. Va.
Orth, Christina .....	Charleston, W. Va.
Parker, Ethel Maude .....	Milton, W. Va.
Peck, Margaret .....	Hinton, W. Va.
Pritchard, Elizabeth Thomas .....	Bramwell, W. Va.
Ritz, Kathryn Alva .....	Bluefield, W. Va.
Scott, Inva Ione .....	Ashland, Ky.
Steele, Eva Bell .....	Pickaway, W. Va.
Turley, Basil .....	Ona, W. Va.
Wakefield, Gladys .....	Huntington, W. Va.
Valker, Silas .....	Triplett, W. Va.

Watson, Bess Velma .....	Whipple, W. Va.
Watson, Etta Mae .....	Ben's Run, W. Va.
Watters, Charles Edward .....	Huntington, W. Va.
Webb, Frances M. ....	Guyandotte, W. Va.
Weltner, Fred Paul .....	Brandonville, W. Va.
Whitman, Katie .....	Bromhurst, W. Va.
Wiley, Roscoe Conkling .....	Huntington, W. Va.
Williams, Price .....	Moundsville, W. Va.
Wilson, Isabella Chilton .....	Arbuckle, W. Va.
Witten, Susan .....	Witten, O.
Wolfe, Ruth Olive .....	Ravenswood, W. Va.
Wright, Goldie Bias .....	Huntington, W. Va.

## MUSIC DEPARTMENT

Huey, Bess A. ....	Ravenswood, W. Va.
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## EXPRESSION DEPARTMENT

Glick, Sara J. ....	Huntington, W. Va.
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## Junior Class

Aliff, Jeter .....	St. Albans, W. Va.
Andrews, Ralph Nelson .....	Huntington, W. Va.
Baber, Mrs. Matie Pansy.....	Huntington, W. Va.
Bailey, Tracy .....	Huntington, W. Va.
Banks, Franklin R. ....	Huntington, W. Va.
Bishop, Monad Atkinson .....	Spencer, W. Va.
Bloss, Jennie Alice .....	Huntington, W. Va.
Boggs, Samuel Davies .....	Catlettsburg, Ky.
Brinker, George Stanley .....	Letart, W. Va.
Bunch, Margaret .....	Guyandotte, W. Va.
Caldwell, James Lewis, Jr.....	Huntington, W. Va.
Callaway, Hila Edith .....	Marshes, W. Va.
Callaway, Lucie Isabelle .....	Huntington, W. Va.
Campbell, Oscar King .....	Catlettsburg, Ky.
Carder, Agnes Sidney .....	Huntington, W. Va.
Chambers, Bernard B. ....	Damron, W. Va.
Coffman, Maybel .....	Fort Springs, W. Va.
Cornwell, Floyd Monroe .....	Thornton, W. Va.
Cullen, John Burchard .....	Letart, W. Va.
Dassonville, Verna V. ....	Spring Ckeek, W. Va.
Davis, Ada Marie .....	Huntington, W. Va.
Dillon, C. B. ....	Huntington, W. Va.
England, Robert Bee .....	Lindside, W. Va.



Errett, Willa Ethel .....	Mercer's Bottom, W. Va.
Farmer, John Dunn .....	Bolt, W. Va.
Ferguson, Charles Wesley .....	Wayne, W. Va.
Fortney, Lillian Belle .....	Dola, W. Va.
Fulks, Garret Eva .....	Huntington, W. Va.
Garrett, Joesph Smith .....	Wayne, W. Va.
Gibson, Lewis O. ....	Huntington, W. Va.
Good, Vida Fern .....	War Eagle, W. Va.
Gwinn, Lulu Ann .....	Porter, W. Va.
Hagen, Julian Lamar .....	Huntington, W. Va.
Halstead, Lettie Lena .....	Huntington, W. Va.
Hannah, Mary Florence .....	Yelk, W. Va.
Hersey, Rexford B. ....	Guyandotte, W. Va.
Hildreth, Benjamin Harrison .....	Triplett, W. Va.
Hockaday, William James .....	Greenup, Ky.
Honaker, Mamie .....	Scarbro, W. Va.
Jones, Edith Agnes .....	Wolf Creek, W. Va.
Lambert, Oscar Parmenas .....	Pennsboro, W. Va.
Lee, Margaret Virginia .....	West Milford, W. Va.
Lefkowitz, Allen Melvin.....	Huntington, W. Va.
Lilly, Tracy Cyrus .....	Bluefield, W. Va.
Love, Anna Virginia .....	Ona, W. Va.
Lowry, Ben H. ....	Catlettsburg, Ky.
Lyon, George Marshall .....	Huntington, W. Va.
McCann, Erma Thelma .....	Hurricane, W. Va.
McColm, Nellie Kirker .....	Huntington, W. Va.
McCormick, Gladys .....	Huntington, W. Va.
McGuire, Jean Elizabeth .....	Riley, W. Va.
McLaughlin, Minor .....	Huntington, W. Va.
Miller, Clyde Homer .....	Union, W. Va.
Morrow, George Luther .....	Huntington, W. Va.
Odell, George .....	Huntington, W. Va.
Painter, Ocie Katherine .....	Roseville, W. Va.
Powell, Irma Rita .....	Huntington, W. Va.
Rake, Jack D. ....	Duncan, W. Va.
Reser, Nellie Elizabeth .....	Huntington, W. Va.
Roberts, Hazel Lena .....	Huntington, W. Va.
Robinson, Howard Lee .....	Mt. Clare, W. Va.
Rogers, Melda Ann .....	Charleston, W. Va.
Rousey, Heath Carr .....	Huntington, W. Va.
Sample, Emma Dixie .....	Huntington, W. Va.
Shirkey, Sadie Catherine .....	Malden, W. Va.
Smith, Robin .....	Huntington, W. Va.
Stark, Andrew Reed .....	Huntington, W. Va.
Strickling, Charles William .....	Huntington, W. Va.
Taft, Charlotte Lee .....	Huntington, W. Va.

Talley, Earl Preston .....	Huntington, W. Va.
Taylor, Bertha Armenta .....	Huntington, W. Va.
Tyler, Virginia McLean .....	Spilman, W. Va.
Wall, Thomas Henry .....	Huntington, W. Va.
Watters, Myrtilla Virginia .....	Huntington, W. Va.
Whieldon, Harold Dodge .....	Huntington, W. Va.
Whiting, Olive Henrietta .....	Sistersville, W. Va.
Williamson, Everett Nelson .....	Friendly, W. Va.
Williamson, Lida Catherine .....	Huntington, W. Va.
Wilson, Beula Evelyn .....	New Richmond, W. Va.
Yates, Wellington .....	Huntington, W. Va.

#### Unclassified, Sophomore and Freshman Classes

Adams, Delila .....	Sutton, W. Va.
Adkins, Boyd Franklin .....	White's Creek, W. Va.
Adkins, Edwin R. ....	Midkiff, W. Va.
Adkins, Graver Edwin .....	Winslow, W. Va.
Adkins, Roy D. ....	Midkiff, W. Va.
Amick, Richard W. ....	Richwood, W. Va.
Amick, Will H. ....	Richwood, W. Va.
Anderson, Frank .....	Asberry, W. Va.
Anderson, Lucile .....	Huntington, W. Va.
Anderson, Mabel .....	Huntington, W. Va.
Anderson, Newman Edward .....	Asberry, W. Va.
Archer, John Blazaer .....	Beale, W. Va.
Ash, Cora .....	Rush Run, W. Va.
Atkinson, Nannie .....	Proctorville, W. Va.
Austin, Alissa Alice .....	Henderson, W. Va.
Atkins, Mattie Vivian .....	Huntington, W. Va.
Bailey, Fred .....	Huntington, W. Va.
Bailes, J. E. ....	Zela, W. Va.
Bailey, Homer .....	Huntington, W. Va.
Bailey, Laura .....	Sistersville, W. Va.
Bailey, Mary .....	Huntington, W. Va.
Ball, Andrew Robinson .....	Frazier's Bottom, W. Va.
Ballard, McKinley .....	Huntington, W. Va.
Ballard, Clarence M. ....	Huntington, W. Va.
Banks, Charline .....	Huntington, W. Va.
Barbour, Delbert .....	Lavalette, W. Va.
Barbour, Elizabeth .....	Lavalette, W. Va.
Bartels, Mary Elizabeth .....	Torchlight, Ky:
Barton, Eula Goldie .....	Charleston, W. Va.
Barton, Lillian .....	Huntington, W. Va.
Bearss, Omar E. ....	Guyandotte, W. Va.
Bee, Willard Edward .....	West Fork, W. Va.

Bell, Edna J. ....	Huntington, W. Va.
Benedict, Hubert L. ....	Hurricane, W. Va.
Bent, Ila ....	Huntington, W. Va.
Biern, Samuel ....	Huntington, W. Va.
Bird, Robert Lee ....	Wellford, W. Va.
Blackwood, John T. ....	Milton, W. Va.
Blake, Densil ....	Scarbrough, W. Va.
Blake, Shirley ....	Scarbrough, W. Va.
Blanton, John M. ....	Huntington, W. Va.
Blanton, Nannie ....	Huntington, W. Va.
Blazer, Oretta Veturia ....	Winona, W. Va.
Blazer, Oscar ....	Winona, W. Va.
Bledsoe, John James ....	Milton, W. Va.
Bobbitt, John Vernon ....	Lansing, W. Va.
Booth, Charles Edward ....	Byrnside, W. Va.
Brinker, Fred L. ....	Huntington, W. Va.
Broh, Evelyn M. ....	Huntington, W. Va.
Brode, Linden ....	Huntington, W. Va.
Bryan, George H. ....	Glenwood, W. Va.
Bryan, Haidee ....	Milton, W. Va.
Burgess, Adena C. ....	Easy, W. Va.
Burgess, Elsie ....	Easy, W. Va.
Burgess, Emory G. ....	Easy, W. Va.
Burk, Ethel May ....	Prichard, W. Va.
Burkheimer, Harry ....	Huntington, W. Va.
Burns, Julia Ann ....	Huntington, W. Va.
Butler, Kentworth Hershall ....	Glenwood, W. Va.
Butler, Lelia ....	Glenwood, W. Va.
Byus, Mollie Frances ....	Huntington, W. Va.
Caldwell, Smith ....	Huntington, W. Va.
Calkins, Gladys ....	Huntington, W. Va.
Calkins, Katherine ....	Huntington, W. Va.
Callard, Carl Ellis ....	Huntington, W. Va.
Callard, Colon Cecil ....	Huntington, W. Va.
Callison, Hayward C. ....	Huntington, W. Va.
Callison, Lester M. ....	Craigsville, W. Va.
Canterbury, Ora ....	Turtle Creek, W. Va.
Cassell, Rachel Elizabeth ....	Wanless, W. Va.
Casey, Anna Louis ....	Camden, W. Va.
Cavendish, Virginia Grace ....	Huntington, W. Va.
Chambers, Cush C. ....	Peck's Mill, W. Va.
Childers, Charles Ross ....	Uno, W. Va.
Childers, Hattie ....	Huntington, W. Va.
Christian, Walter V. ....	Huntington, W. Va.
Church, Clarence B. ....	Littleton, W. Va.
Clark, Amy Louise ....	Athalia, Ohio

Clark, Helen .....	Huntington, W. Va.
Clark, Isabelle Laird .....	Huntington, W. Va.
Clark, Mabel Harriet .....	Athalia, O.
Clark, Maragaret Addie .....	Huntington, W. Va.
Clark, Sylvia .....	Huntington, W. Va.
Claypool, Ella .....	Huntington, W. Va.
Cleavenger, Virginia .....	Flemington, W. Va.
Cloud, Ruth Maude .....	Pemberton, W. Va.
Cobb, Elma Ruth .....	Mercer's Bottom, W. Va.
Coffman, Harry Lewis .....	Fort Spring, W. Va.
Coffield, Clarence Martin .....	Wileyville, W. Va.
Cokeley, Harlin Rex .....	Harrisville, W. Va.
Cole, George Clinton .....	Huntington, W. Va.
Colley, Harold T. ....	Huntington, W. Va.
Collins, Edna Jane .....	Thacker, W. Va.
Compton, Macil .....	Huntington, W. Va.
Cook, Bernard Hubert .....	Huntington, W. Va.
Cook, Merla .....	Huntington, W. Va.
Cook, M. F. ....	
Cooney, Helen .....	Alvy, W. Va.
Cooper, Earl H. ....	Huntington, W. Va.
Cottle, Addie .....	Huntington, W. Va.
Cox, Howard E. ....	Huntington, W. Va.
Cox, Lloyd Edgar .....	Gay, W. Va.
Crotty, Eva Lane .....	Dawson, W. Va.
Crow, Agnes .....	Willow Grove, W. Va.
Cummings, Genevieve .....	Guyandotte, W. Va.
Cundiff, William .....	Huntington, W. Va.
Curnutt, Delbert Edgar .....	Huntington, W. Va.
Cyrus, John .....	Kenova, W. Va.
Darnell, Mabel Noma .....	Walker, W. Va.
Davidson, Clarence Morris .....	Chesapeake, Ohio
Davis, Henry Arthur .....	Cairo, W. Va.
Davis, Vera Fay .....	Huntington, W. Va.
Davis, Vergie E. ....	Huntington, W. Va.
Dearman, Delphia .....	Reedy, W. Va.
Dearman, Orus W. ....	Reedy, W. Va.
Deering, J. O. ....	McDonald, W. Va.
Deitz, Ernest Edgar .....	Mulvane, W. Va.
Dickey, Margie Lee .....	Huntington, W. Va.
Dickinson, Genevieve T. ....	Queen's Ridge, W. Va.
Diehl, Irvin .....	Huntington, W. Va.
Dixon, Ruhama Elizabeth .....	Huntington, W. Va.
Doolittle, Mac .....	Huntington, W. Va.
Dorsey, Wiley J. ....	Pearl, W. Va.
Dowdy, Guy .....	Hunter's Springs, W. Va.

Dunkle, Paul Laoren	Guyandotte, W. Va.
Dunkle, Teddy Eldridge	Lavalette, W. Va.
Dunn, William Spurgeon	Sophia, W. Va.
Dusenberry, Virginia Anna	Guyandotte, W. Va.
Echols, Eva	Danville, W. Va.
Edler, Earl	Fayetteville, W. Va.
Edler, Pearl	Fayetteville, W. Va.
Elliott, Charles E.	Hartley, W. Va.
Ellis, Bertine	Letart, W. Va.
Ellis, Myrtle	
Ennis, Lillie May	Fire Creek, W. Va.
Ennis, William Irving	Fire Creek, W. Va.
Enochs, John	Wayne, W. Va.
Faber, Hauntie Haden	Young, W. Va.
Faber, Linnie	Young, W. Va.
Fair, Rhoda Lucile	Cameron, W. Va.
Fair, Roscoe	Cameron, W. Va.
Farrar, Goldsley	Huntington, W. Va.
Faulconer, Roy	Huntington, W. Va.
Feeney, Cecil F.	Roanoke, W. Va.
Ferguson, Arthur Samuel	South Point, W. Va.
Ferguson, John Wallace	Ferguson, W. Va.
Ferguson, Josephus B.	Spencer, W. Va.
Ferguson, Lillian	Huntington, W. Va.
Ferguson, Roy Basil	Dickson, W. Va.
Ferguson, Sampuel James	Wayne, W. Va.
Ferris, Garnet P.	Huntington, W. Va.
Fetterrolf Myrtle Marie	Walton, W. Va.
Finley, Elijah Earl	Rush, Ky.
Fish, Clarence Lee	Plymouth, W. Va.
Fleshman, Fred	Huntington, W. Va.
Fortney, Blanche	Dola, W. Va.
Fowler, Mildred M.	Huntington, W. Va.
Fox, Carrie	Crickmer, W. Va.
Frampton, Charlie E.	Huntington, W. Va.
Frazier, David Walter	Wayne, W. Va.
Freutel, Frederick	Guyandotte, W. Va.
Fry, Maude Evelyn	Huntington, W. Va.
Gallagher, Helen G.	North Fork, W. Va.
Galliher, Avis M.	Huntington, W. Va.
Gallaher, Ethel	Huntington, W. Va.
Gallaspie, James Owen	Byrnside, W. Va.
Galliher, Vergie Lee	Chesapeake, Ohio
Garland, James Vincent	Huntington, W. Va.
Garred, Nelle	Huntington, W. Va.
Garrett, Fred McClure	Wayne, W. Va.



Gaston, Nelle .....	Jane Lew, W. Va.
Gearhart, Josephine .....	Ceredo, W. Va.
Geiger, John Walker .....	Huntington, W. Va.
George, Eva Mae .....	Beckley, W. Va.
Gibson, Donald M. ....	Huntington, W. Va.
Glass, Anna Mabel .....	Sissonville, W. Va.
Good, Thomas Edison .....	St. Albans, W. Va.
Grass, Verna Pearl .....	Green Bottom, W. Va.
Griffith, Zoma .....	Danville, W. Va.
Grimmett, Basil Guy .....	Buck, W. Va.
Grose, Ethel .....	Fayetteville, W. Va.
Grose, Georgie .....	Fayetteville, W. Va.
Groves, Andrew Harris .....	Ophelia, W. Va.
Hackney, Orville .....	Walton, W. Va.
Hagan, William F. ....	Huntington, W. Va.
Hainor, Pearl .....	Huntington, W. Va.
Hale, Janie B. ....	Green Sulphur Springs, W. Va.
Halstead, Daisy Lilian .....	Huntington, W. Va.
Halstead, Velper Herbert .....	Ramsey, W. Va.
Hamilton, Frances .....	Huntington, W. Va.
Hammond, Lillie .....	West Union, W. Va.
Hannaman, Carrie .....	Lock Seven, W. Va.
Hannan, Mary .....	Huntington, W. Va.
Harris Fred .....	Graux, W. Va.
Harris, J. B., Jr. ....	Huntington, W. Va.
Harris Russie Lee .....	Guyandotte, W. Va.
Harrison, Gertrude Elma .....	Milton, W. Va.
Harrold, Hazel .....	Huntington, W. Va.
Hartley, Ruth .....	Liverpool, W. Va.
Hatfield, Dan Sam .....	Eventon, W. Va.
Haynes, Louise .....	Huntington, W. Va.
Heller, Edward J. ....	Barboursville, W. Va.
Helmick, Roy J. ....	Chesapeake, Ohio
Henry, Elizabeth .....	Grassy Meadows, W. Va.
Hensley, Margaret B. ....	Huntington, W. Va.
Hewitt, Marjorie Lina .....	Huntington, W. Va.
Hicks, Earl .....	Littleburg, W. Va.
Hicks, John Luther .....	Littleburg, W. Va.
Hicks, Walton .....	Littleburg, W. Va.
Higgins, Hugh .....	Sandyville, W. Va.
Hill, Carrie .....	Charleston, W. Va.
Hill, Mary Lee .....	Huntington, W. Va.
Hill, Oliver Farra r. ....	Victor, W. V a.
Hite, W. R. ....	Huntington, W. Va.
Holland, Myriam .....	Huntington, W. Va.
Hollandsworth, Charlie R. ....	Cranberry, W. Va.

Holloway, Clyde G. ....	Huntington, W. Va.
Honaker, Bessie .....	Colcord, W. Va.
Honaker, Marshie .....	Scarbro, W. Va.
Hull, Clawnie F. ....	Athalia, Ohio
Hoover, Myrtle. ....	Lobelia, W. Va.
Hunt, Chauncey M. ....	Mattie, W. Va.
Hunter, Beda .....	Lavalette, W. Va.
Hunter, Grover .....	Lavalette, W. Va.
Hypes, J. Q. ....	Poe, W. Va.
Jackson, Corum Benton .....	Huntington, W. Va.
Jamotton, Aline .....	Eckman, W. Va.
Johnson, Burus M. ....	Huntington, W. Va.
Johnston, Edmond Valentine .....	Huntington, W. Va.
Jolley, Mamie May .....	Frazier's Bottom, W. Va.
Jones, Edward .....	Huntington, W. Va.
Jones, Lawrence .....	Huntington, W. Va.
Jones, Thomas Selden .....	Huntington, W. Va.
Kearn, Aldice J. ....	Hartford, Conn.
Keenan, E. Burke .....	Sparks, W. Va.
Keeney, Nettie .....	Odessa, W. Va.
Kendle, Clay Wilkins .....	Huntington, W. Va.
Kenney, Catherine Margaret .....	Huntington, W. Va.
Keyser, Nelle .....	Bowen, W. Va.
Killingsworth, Arden G. ....	Marlinton, W. Va.
Knight, Maggie F. ....	Claremont, W. Va.
Kouns, Lewis Emmett .....	North Kenova, O.
LaBarre, Gilette .....	Sistersville, W. Va.
Lambert, Henry Samuel .....	Wayne, W. Va.
Lambert, Herma Louise .....	Wayne, W. Va.
Lane, Benjamin Harrison .....	Huntington, W. Va.
Lattimer, Jessie L. ....	Liverpool, W. Va.
Lawrence, Everett V. ....	Henderson, W. Va.
Lear, Irma Ruth .....	Huntington, W. Va.
Legg, Bertha .....	Clifty, W. Va.
Leonhart, James Chancellor .....	Huntington, W. Va.
LeSage, Lucile F. ....	LeSage, W. Va.
LeSage, Ruth Marie .....	LeSage, W. Va.
Lester, Elva Roy .....	Reedy, W. Va.
Lintecum, Lulu M. ....	Huntington, W. Va.
Livezey, Jesse P. ....	Ashton, W. Va.
Lotts, Waldo S. ....	Pembroke, W. Va.
Love, Ruth Dundas .....	Huntington, W. Va.
Lowry, Elmer F. ....	Springdale, W. Va.
McCollum, Guy Dana .....	Cairo, W. Va.
Mace, Guelma Marie .....	Huntington, W. Va.
McGinnis, John W. ....	Ellenboro, W. Va.

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McGuire, Ethel .....	Riley, W. Va.
McKeener, Lynette .....	Huntersville, W. Va.
McKinley, Thomas Holley .....	Reedy, W. Va.
McNeer, Bessie .....	Huntington, W. Va.
McNeil, Ennis Richmond.....	Ashton, W. Va.
McVey, Carl Evert .....	Victor, W. Va.
McVey, Clarence O.....	Victor, W. Va.
Malcolm, Mary Josephine .....	Kenova, W. Va.
Mansfield, Millard .....	Grosvenor, Texas
Mantle, Lowell J. ....	Kenova, W. Va.
Marsh, Lelia .....	Joseph's Mills, W. Va.
Meadows, Vashti.....	Ashton, W. Va.
Mees, Clara .....	Mason, W. Va.
Milam, Otis H.....	Persinger, W. Va.
Milbee, Grover C.....	Hunt, W. Va.
Miller, Craig.....	Huntington, W. Va.
Miller, Mary Myrtle .....	Sinks Grove, W. Va.
Miller Pattie .....	Huntington, W. Va.
Miller, Vergie Lillian .....	Winona, W. Va.
Mills, Lillian .....	Huntington, W. Va.
Mitchell, C. E. ....	Banco, W. Va.
Mitchell, Ora Margaret .....	Huntington, W. Va.
Mitchell, Roy .....	Huntington, W. Va.
Modena, Cassie .....	Orange, Va.
Moore, Lillian Helen .....	War Eagle, W. Va.
Moore, Olive .....	
Moore, Winifred .....	Shinnston, W. Va.
Morris, Ossie Inez .....	Huntington, W. Va.
Morrison, J. Paul .....	Chesapeake, Ohio
Morrison, Rosa A. ....	Chesapeake, O.
Morrison, William Byron .....	Wayne, W. Va.
Morton, William Arnie.....	Fay, W. Va.
Murphy, Frank .....	Guyandotte, W. Va.
Myers, Doris A. ....	Huntington, W. Va.
Myers, Mebel Amanda .....	Huntington, W. Va.
Neal, George .....	Huntington, W. Va.
Newcomb, Alta .....	Huntington, W. Va.
Newman, Ford S.....	Huntington, W. Va.
Newman, Ruhama .....	Lavalette, W. Va.
Nickell, Lillian H. ....	Bluefield, W. Va.
Nohe, Clarence Clyde .....	Willowdale, W. Va.
Northcott, Amizetta .....	Huntington, W. Va.
Northcott, Andrew .....	Huntington, W. Va.
Ollom, Fred J. ....	Montgomery, W. Va.
Ollom, Harlo G. ....	Montgomery, W. Va.

Owens, Christine .....	Guyandotte, W. Va.
Park, Carl Brook .....	Parkersburg, W. Va.
Parsons, Chester W. ....	Minerva, W. Va.
Parsons, May .....	Ripley, W. Va.
Paugh, Delora Lester .....	Huntington, W. Va.
Perry, Thomas .....	Wayne, W. Va.
Perry, William .....	Wayne, W. Va.
Peters, Gordon B. ....	Huntington, W. Va.
Peters, Virginia S. ....	Barn, W. Va.
Phillips, David R., Jr. ....	Huntington, W. Va.
Phillips, Rachel .....	Huntington, W. Va.
Pifer, F. Horace .....	Huntington, W. Va.
Priddie, Adelina Vincent .....	Huntington, W. Va.
Pringle, Eva .....	Cottageville, W. Va.
Pritchard, Louise C. ....	Guyandotte, W. Va.
Proctor, Emily .....	Huntington, W. Va.
Pullen, Joe W. ....	Bradyville, W. Va.
Quinlan, Emray .....	Huntington, W. Va.
Ramsey, Bessie A. ....	Coalwood, W. Va.
Ramsey, James .....	Huntington, W. Va.
Ramsey, William Jonathan .....	Huntington, W. Va.
Reeser, Edgar .....	Huntington, W. Va.
Reid, Paul G. ....	Huntington, W. Va.
Reynolds, Jewell .....	Hurricane, W. Va.
Riddle, Fannie .....	Glen Alum, W. Va.
Rider, Lucy .....	Huntington, W. Va.
Rider, Mattie .....	Huntington, W. Va.
Righter, Charles Russell .....	Sanoma, W. Va.
Rightmire, Buren .....	Huntington, W. Va.
Richardson, Bertha .....	Ashton, W. Va.
Riley, Alma .....	Ripley, W. Va.
Riley, Elsa Irene .....	Ripley, W. Va.
Ritz, Rosa .....	Huntington, W. Va.
Roberson, Gertrude .....	Huntington, W. Va.
Rolfe, Mary Virginia .....	Huntington, W. Va.
Rousey, Schuyler C. ....	Huntington, W. Va.
Roush, William .....	Guyandotte, W. Va.
Ruckman, John Kent .....	Borland, W. Va.
Sanborn, Audrey .....	Huntington, W. Va.
Sayre, Marie .....	Angerona, W. Va.
Sayre, Olson O. ....	Letart, W. Va.
Schweitzer, Nicholas .....	Prudence, W. Va.
Sedinger, Loren H. ....	Guyandotte, W. Va.
Seigrist, Louisa Catherine .....	Mason, W. Va.
Shawver, Marvin R. ....	Divide, W. Va.

Sikes, Minnie Frances .....	Huntington, W. Va.
Simmons, Gerald Brenton .....	Linden, W. Va.
Simmons, Stanley, Enant .....	Lone-Oak, W. Va.
Simmons, Willie A. ....	Harrisville, W. Va.
Simms, Emma Mary .....	Winfield, W. Va.
Simms, Robert Marshall .....	Huntington, W. Va.
Smith, Josephine H. ....	Parkersburg, W. Va.
Smith, Katherine .....	Newark, W. Va.
Snyder, Wilmer C. ....	Romney, W. Va.
Spencer, Mattie May .....	Henderson, W. Va.
Spicer, Joseph Henry .....	Spring Gap, W. Va.
Spurlock, Carl E. ....	Wayne, W. Va.
Staats, Bessie Goldie .....	Sissonville, W. Va.
Stark, Okey, M. ....	Belleville, W. Va.
Starkey, Winona G. ....	Glenwood, W. Va.
Steele, John Glen .....	Walker, W. Va.
Stephenson, Leah E. ....	Huntington, W. Va.
Stephenson, Ruby .....	Huntington, W. Va.
Stevens, Lillian Alpha .....	Huntington, W. Va.
Sullivan, John Mitchell .....	Lavalette, W. Va.
Sutherland, Mabel Ina .....	St. Albans, W. Va.
Swann, Ella .....	Huntington, W. Va.
Swann, Helen Morris .....	Huntington, W. Va.
Sweeney, Sadie Florence .....	Huntington, W. Va.
Taft, John Hopkins .....	Huntington, W. Va.
Tallman, Olive .....	Tariff, W. Va.
Terry, Erma M. ....	Huntington, W. Va.
Thomas, Henry P. ....	Huntington, W. Va.
Thomas, Letitia .....	New Haven, Conn.
Thornburg, Irving .....	Huntington, W. Va.
Thornton, Fred Mynatt .....	Huntington, W. Va.
Titus, William Roy .....	Huntington, W. Va.
Totten, Edythe Maude .....	Caldwell, W. Va.
Totten, Amanda Pearl .....	Caldwell, W. Va.
Trainor, Olive .....	Huntington, W. Va.
Trippett, Everett .....	Big Bend, W. Va.
Tully, Della .....	Divide, W. Va.
Tully, Lucile .....	Divide, W. Va.
Turley, Cynthiana .....	Ona, W. Va.
Turner, Lois L. ....	Huntington, W. Va.
Tyler, Nancy Harwood .....	Spilman, W. Va.
VanBibber, Laura B. ....	Huntington, W. Va.
Vaughan, Eunice .....	Ashton, W. Va.
Vaughan, Gladys .....	Kessler's Cross Lanes, W. Va.
Vickers, James Albert .....	Banco, W. Va.



Vorderbrueggen, John Charles	Proctor, W. Va.
Wade, Nellie	Huntington, W. Va.
Wallis, Walter C.	Mercer's Bottom, W. Va.
Walton, Ethel V.	Huntington, W. Va.
Ward, Olive H.	Ashland, Ky.
Ward, Raleigh Pearl	Leon, W. Va.
Watkins, James W.	Dorr, W. Va.
Watson, Beryl A.	Ben's Run, W. Va.
Weigle, Myrtle	Elizabeth, W. Va.
White, Dorsey Bryan	Gordon, W. Va.
White, Mary Jane	St. Cloud, W. Va.
White, Oza	Willow Wood, Ohio
Whieside, Charlie	Leon, W. Va.
Whitley, Mildred	Huntington, W. Va.
Whitman, Katie	Bromhurst, W. Va.
Wiley, Elizabeth	Huntington, W. Va.
Wiley, John L.	Hughart, W. Va.
Wiley, Lace	Huntington, W. Va.
Willey, Norma	Hurricane, W. Va.
Willis, Lloyd Russell	Chesapeake, Ohio
Wilson, Minter Lowther	Cairo, W. Va.
Winter, Beulah	Fairplain, W. Va.
Winter, C. F.	Fairplain, W. Va.
Winters, Ernest Emile	Huntington, W. Va.
Wise, Charles W.	Glenwood, W. Va.
Witten, Lewis Clark	Witten, Ohio
Wood, Maude	Romont, W. Va.
Workman, Bernard O.	Huntington, W. Va.
Wylie, Ruth	Huntington, W. Va.
Yates, Gladys	Huntington, W. Va.
Yoho, Floy Beryl	Woodlands, W. Va.
Young, Florence	Glen, W. Va.
Young, Harry K.	Huntington, W. Va.
Young, Mabel	Glen, W. Va.
Young, Nannie E.	Easy, W. Va.

## MUSIC DEPARTMENT

## Graduating Class, 1911.

Huey, Bess A.	Ravenswood, W. Va.
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## Certificate Class, 1911.

Buck, Nadine	Huntington, W. Va.
Carder, Agnes	Huntington, W. Va.

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Adams, Delila .....	Sutton, W. Va.
Adams, Mary Elizabeth .....	Huntington, W. Va.
Adams, Virginia Wood .....	Huntington, W. Va.
Anderson, Lucile .....	Huntington, W. Va.
Anderson, Mabel .....	Huntington, W. Va.
Andrews, Ralph .....	Huntington, W. Va.
Ankrom, Jessie .....	Alma, W. Va.
Archer, P. E. ....	Huntington, W. Va.
Atkins, Mattie .....	Huntington, W. Va.
Bailey, Laura .....	Sistersille, W. Va.
Barber, Beatrice .....	Huntington, W. Va.
Bartley, Ada T.....	Huntington, W. Va.
Bartley, Mrs. ....	Huntington, W. Va.
Bell, Edna .....	Huntington, W. Va.
Bell, Lilian .....	Huntington, W. Va.
Beuhring, Lucile .....	Huntington, W. Va.
Biederman, Lillie .....	Guyandotte, W. Va.
Blazer, Ortha V. ....	
Bondley, Lela .....	
Bugbee, Mrs. Fred .....	
Burdette, Gertrude .....	Point Pleasant, W. Va.
Burns, Anthony .....	Blue Sulphur Springs, W. Va.
Burton, Owen .....	Huntington, W. Va.
Callaway, Hila Edith .....	Marshes, W. Va.
Campbell, Jennie Eloise .....	Huntington, W. Va.
Carter, Elizabeth .....	Huntington, W. Va.
Cassell, Rachel E. ....	Wanless, W. Va.
Cavendish, Margaret .....	Huntington, W. Va.
Cavendish, Virginia .....	Huntington, W. Va.
Chapman, Mrs. Lucile .....	Huntington, W. Va.
Cherry, Mary Christine .....	Guyandotte, W. Va.
Clark, Helen .....	Huntington, W. Va.
Clark, Isa.bel .....	Huntington, W. Va.
Cloud, Ruth Maude .....	Pemberton, W. Va.
Coffman, Maybel .....	Fort Spring, W. Va.
Colbert, Ada R. ....	Huntington, W. Va.
Compton, Macil .....	Huntington, W. Va.
Corbly, Inez .....	Huntington, W. Va.
Corbly, Lawrence .....	Huntington, W. Va.
Crow, Agnes .....	Willow Grove, W. Va.
Crum, Mary .....	Huntington, W. Va.
Cummings, Genevieve .....	Guyandotte, W. Va.
Curnutt, Hazel .....	Huntington, W. Va.
Darnell, Noma .....	Walker, W. Va.
Davis, Ava .....	

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Dodge, Ruth .....	Fitzpatrick, W. Va.
Dolan, Margaret .....	
Dunlap, Mrs. J. A.....	Huntington, W. Va.
Edler, Pearl .....	Huntington, W. Va.
Ennis, Lillie Mae .....	Firecreek, W. Va.
Ferguson, Kathleen .....	Huntington, W. Va.
Ferguson, Lillian .....	Huntington, W. Va.
Fox, St. Elmo .....	Huntington, W. Va.
Gardner, Alice Agnes .....	Proctorville, Ohio
Gardner, Edith .....	Proctorville, Ohio
George, Eva Mae .....	Beckley, W. Va.
Gerlach, Dahlia .....	Huntington, W. Va.
Gerlach, Pansy .....	Huntington, W. Va.
Gholson, Mrs. Harvey .....	Huntington, W. Va.
Gholson, Bess .....	Huntington, W. Va.
Good, Vida .....	War Eagle, W. Va.
Gotschall, Jane .....	Huntington, W. Va.
Griffith, Zoma .....	Danville, W. Va.
Guthrie, Kathleen .....	Huntington, W. Va.
Hale, Janie B. ....	Green Sulphur Springs, W. Va.
Hamilton, Frances .....	Huntington, W. Va.
Hammond, Lillie .....	West Union, W. Va.
Hahhah, Mary .....	Yelk, W. Va.
Hannaman, Carrie .....	Elizabeth, W. Va.
Harrison, Gertrude .....	Milton, W. Va.
Hawkins, Louise .....	Huntington, W. Va.
Henderson, Vena .....	Huntington, W. Va.
Henry, Elizabeth .....	Grassy Meadows, W. Va.
Hill, Mary .....	Huntington, W. Va.
Hobbs, Jenny Lind .....	Hinton, W. Va.
Huntington, Beatrice .....	Huntington, W. Va.
Jones, Mabel M.....	Huntington, W. Va.
Jones, Mrs. Myrtle S.....	Huntington, W. Va.
Lambert, Louise .....	Wayne, W. Va.
Learn, Neva .....	Huntington, W. Va.
Lefkowitch, Yevette .....	Huntington, W. Va.
Lowry, Bessie .....	Huntington, W. Va.
McCurdy, Lillian .....	Huntington, W. Va.
McDonald, Mabel .....	Huntington, W. Va.
McElroy, Florence .....	Huntington, W. Va.
McGuire, Ethel .....	Riley, W. Va.
McKeever, Lynette .....	Huntersville, W. Va.
Marsh, Lelia .....	Joseph's Mills, W. Va.
Miller, Myrtle .....	Alderson, W. Va.
Mills, Ada .....	Huntington, W. Va.

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Mitchell, Mrs. H. K. ....	Huntington, W. Va.
Moore, Lillias H. ....	War Eagle, W. Va.
Painter, Ocie K. ....	Roseville, W. Va.
Parish, Ruth .....	
Peters, Virginia .....	Barn, W. Va.
Pitts, Dandridge .....	Huntington, W. Va.
Priddie, Adelina .....	Huntington, W. Va.
Proctor, Emily .....	Huntington, W. Va.
Ramsey, Bessie .....	Coalwood, W. Va.
Reeser, Nellie E. ....	Huntington, W. Va.
Reynolds, Jewel .....	Hurricane, W. Va.
Ritz, Alva Kathryn .....	Bluefield, W. Va.
Roe, Helen .....	Huntington, W. Va.
Roe, Mrs. Ira .....	Huntington, W. Va.
Sayre, Marie .....	Angerona, W. Va.
Sears, William H. ....	
Selbee, Ruth .....	Ceredo, W. Va.
Shank, Marguerite .....	Huntington, W. Va.
Shepherd, Urna .....	Guyandotte, W. Va.
Sikes, Minnie .....	Huntington, W. Va.
Simons, Marie .....	Huntington, W. Va.
Smith, Robin .....	Huntington, W. Va.
Stark, Jessie .....	Huntington, W. Va.
Stevenson, Lola .....	
Stevenson, Ruby .....	Huntington, W. Va.
Stevens, Bessie .....	Huntington, W. Va.
Strickling, George .....	Huntington, W. Va.
Swanson, Virgie .....	
Tallman, Olive .....	
Taylor, Bertha .....	Huntington, W. Va.
Thornburg, Josephine .....	Huntington, W. Va.
Toole, Anna Florence .....	Ceredo, W. Va.
Totten, Maude .....	Caldwell, W. Va.
Totten, Pearl .....	Caldwell, W. Va.
Trent, George .....	Huntington, W. Va.
Tucker, Thelma .....	Huntington, W. Va.
Tufts, Helen .....	Huntington, W. Va.
Turley, Cynthia .....	Ona, W. Va.
Tyler, Virginia .....	Spilman, W. Va.
Tyler, Nancy .....	Spilman, W. Va.
Watson, Bess .....	Whipple, W. Va.
Watts, Margaret .....	Huntington, W. Va.
Weil, Lillian .....	Huntington, W. Va.
Werniger, Mary Rebecca .....	Huntington, W. Va.
Whieldon, Lucile .....	Huntington, W. Va.

Whitley, Eva Fay .....	Huntington, W. Va.
Wigner, Gladys .....	Huntington, W. Va.
Williamson, Mary Ellen .....	Huntington, W. Va.
Wilson, Isabella Chilton .....	Arbuckle, W. Va.
Wilson, Nannie Lee .....	Ceredo, W. Va.
Wollerton, Mrs. ....	Huntington, W. Va.
Worden, Evelyn V. ....	Guyandotte, W. Va.
Wright, Alberta .....	Ceredo, W. Va.
Wright, Gladys Bell .....	Ceredo, W. Va.
Wright, Goldie Bias .....	Huntington, W. Va.
Wyatt, Morton Sloane .....	Huntington, W. Va.
Yates, Annie .....	Huntington, W. Va.
Young, Eutha .....	Huntington, W. Va.

## EXPRESSION

## Graduating Class, 1911.

Glick, Sara Lewis .....	Huntington, W. Va.
Backus, Lenore .....	Oak Hill, W. Va.
Barton, Lilian .....	Huntington, W. Va.
Bondley, Lelia .....	
Cammack, Howard .....	Huntington, W. Va.
Fields, Beatrice Pearl .....	Huntington, W. Va.
Huddleston, Willie .....	Oak Hill, W. Va.
Hurd, Ferne .....	Huntington, W. Va.
Lee, Margaret .....	West Milford, W. Va.
Mankin, Affa .....	Oak Hill, W. Va.
Mankin, Vera .....	Oak Hill, W. Va.
Marple, Albert .....	Huntington, W. Va.
Solof, A. ....	Huntington, W. Va.
Solof, Mrs. A. ....	Huntington, W. Va.
Solof, Mrs. Belle .....	Huntington, W. Va.
Solof, Mrs. Dora .....	Huntington, W. Va.
Tallman, Olive .....	Tariff, W. Va.
Tallman, Pearl .....	Tariff, W. Va.
Totten, Pearl .....	Caldwell, W. Va.
Walton, Mary .....	Huntington, W. Va.

## MODEL SCHOOL

## Eighth Grade Graduating Class.

Carey, Arthur Carl.....	Huntington, W. Va.
Carter, Thelma Elizabeth .....	Huntington, W. Va.
Daniel, Anabel .....	Huntington, W. Va.



Geiger, Anna Frances .....	Huntington, W. Va.
Gwinn, William Alexander .....	Springdale, W. Va.
Helmick, Carl Howard .....	Chesapeake, Ohio
Lyon, Mary Louise .....	Huntington, W. Va.
Meeks, Ethel Marie .....	Huntington, W. Va.
Roberts, Narcissus .....	Huntington, W. Va.
Whiledon, Margaret Lucile .....	Huntington, W. Va.
White, Dorsey Bryan .....	Gordon, W. Va.
White, Essie Helen .....	Man, W. Va.
White, Oza Walter .....	Man, W. Va.
Williamson, Mary Ellen .....	Huntington, W. Va.
Yates, Annie Elizabeth .....	Huntington, W. Va.

#### Grades Seven to One

Allen, Fay .....	Huntington, W. Va.
Ansell, Irma .....	Huntington, W. Va.
Ashworth, Lillian .....	Huntington, W. Va.
Atkinson, Parthenia .....	Huntington, W. Va.
Baber, Elma .....	Huntington, W. Va.
Baber, Elwin .....	Huntington, W. Va.
Bagby, Garland .....	Huntington, W. Va.
Bank, Hannah .....	Huntington, W. Va.
Berry, Scott .....	Huntington, W. Va.
Biggs, George .....	Huntington, W. Va.
Bishop, Marjorie .....	Huntington, W. Va.
Blanchard, Elmira .....	Huntington, W. Va.
Bowen, Garland .....	Huntington, W. Va.
Brackman, Howard .....	Huntington, W. Va.
Bradshaw, Herman .....	Huntington, W. Va.
Brammer, Orin .....	Huntington, W. Va.
Bronson, Anna M. ....	Huntington, W. Va.
Bronson, Charles .....	Huntington, W. Va.
Brown, John .....	Huntington, W. Va.
Brown, Walter .....	Huntington, W. Va.
Browning, Wade .....	Man, W. Va.
Buffington, Caro Louise .....	Huntington, W. Va.
Burchett, Adelaide .....	Huntington, W. Va.
Burns, Orin .....	Huntington, W. Va.
Callard, Alfred .....	Huntington, W. Va.
Callaway, Mary .....	Huntington, W. Va.
Callaway, Lucile .....	Huntington, W. Va.
Cammack, Howard .....	Huntington, W. Va.
Campbell, Jennie Eloise .....	Huntington, W. Va.
Carter, Caroll .....	Huntington, W. Va.
Carter, Dayton, .....	Huntington, W. Va.

Carter, Elizabeth .....	Huntington, W. Va.
Cavendish, Henry .....	Huntington, W. Va.
Cavendish, Marguerite .....	Huntington, W. Va.
Chambers, Harvey .....	Huntington, W. Va.
Cherry, Mary Christine .....	Guyandotte, W. Va.
Childers, Esther .....	Lavalette, W. Va.
Christian, Herbert D. ....	Huntington, W. Va.
Clarke, Lewis .....	Huntington, W. Va.
Larke, Mildred .....	Huntington, W. Va.
Clarke, Wyndham .....	Huntington, W. Va.
Connell, Carl .....	Huntington, W. Va.
Cook, Chester .....	Huntington, W. Va.
Corbly, Lawrence .....	Huntington, W. Va.
Crouch, Lucile .....	Huntington, W. Va.
Daniel, Ouida .....	Huntington, W. Va.
Dickerson, Fern .....	Queen's Ridge, W. Va.
Dillard, Margaret .....	Huntington, W. Va.
Dodge, Ruth Marie .....	Fitzpatrick, W. Va.
Donovan, Ruth .....	Huntington, W. Va.
Doolittle, Jean .....	Huntington, W. Va.
Drake, Aylene .....	Kellogg, W. Va.
Eaton, James .....	Proctorville, W. Va.
Eaton, Robert .....	Proctorville, W. Va.
Eaton, Rufus .....	Proctorville, W. Va.
Egerton, Imogene .....	Huntington, W. Va.
Egrey, Charlotte .....	Huntington, W. Va.
Egrey, Olga .....	Huntington, W. Va.
Emmons, Arthur .....	Huntington, W. Va.
Emmons, Carlton .....	Huntington, W. Va.
Emmons, Howard .....	Huntington, W. Va.
Farrar, John .....	Huntington, W. Va.
Farry, Monica .....	
Ferguson, Archie .....	Huntington, W. Va.
Ferguson, Carl .....	Huntington, W. Va.
Ferguson, Clarence .....	Huntington, W. Va.
Ferguson, Kathleen .....	Huntington, W. Va.
Fitch, Anita .....	Huntington, W. Va.
Fitch, Carolyn .....	Huntington, W. Va.
Fitch, Gertrude .....	Huntington, W. Va.
Fitch, Mary .....	Huntington, W. Va.
Friedman, Charlotte .....	Huntington, W. Va.
Friedman, Oga .....	Huntington, W. Va.
Freutel, Frederick M. ....	Guyandotte, W. Va.
Garland, James .....	Huntington, W. Va.
Gentry, Ada .....	Huntington, W. Va.

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Gorman, Eugene .....	Huntington, W. Va.
Gould, Hawley .....	Huntington, W. Va.
Grass, Wilmer .....	Green Bottom, W. Va.
Graves, Virginia .....	Huntington, W. Va.
Gregory, Jean .....	Huntington, W. Va.
Guthrie, Elizabeth .....	Huntington, W. Va.
Hagen, Mary .....	Huntington, W. Va.
Hall, Ray .....	Huntington, W. Va.
Hall, Park .....	Huntington, W. Va.
Handlin, Lois .....	Huntington, W. Va.
Handlin, Thelma .....	Huntington, W. Va.
Harrison, Lucian .....	Huntington, W. Va.
Harrison, Mary .....	Huntington, W. Va.
Harrison, Otis Trent .....	Huntington, W. Va.
Hicks, Xelphia .....	Huntington, W. Va.
Hill, Lottie .....	Victor, W. Va.
Hilton, Bertha .....	Winona, W. Va.
Hite, Mary .....	Huntington, W. Va.
Hope, Pearl .....	Huntington, W. Va.
Homrich, Celeste .....	Huntington, W. Va.
Hoschar, Amanda .....	Huntington, W. Va.
Ingram, Carl .....	Huntington, W. Va.
Ingram, Marjorie .....	Huntington, W. Va.
Janes, Edna .....	Huntington, W. Va.
Jenkins, Emma .....	Huntington, W. Va.
Jobe, Otis .....	Huntington, W. Va.
Jordan, Reid .....	Huntington, W. Va.
Keathley, Georgia .....	Huntington, W. Va.
Keeney, Nettie .....	Huntington, W. Va.
Kent, Geneva .....	Huntington, W. Va.
Locke, William .....	Huntington, W. Va.
Love, Paul .....	Huntington, W. Va.
McClure, Eula .....	Huntington, W. Va.
McDonald, Donald .....	Huntington, W. Va.
McDonald, Mabel .....	Man, W. Va.
McElroy, Frances .....	Huntington, W. Va.
Martin, Marie .....	Huntington, W. Va.
Martin, Russell .....	Huntington, W. Va.
Mathews, Robert .....	Huntington, W. Va.
Maxwell, Jewell .....	Huntington, W. Va.
May, Beulah .....	Huntington, W. Va.
May, Helen .....	Huntington, W. Va.
Meek, Gerald .....	Huntington, W. Va.
Miller, Daisy .....	Huntington, W. Va.
Moore, Aylette .....	Huntington, W. Va.

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Moore, Hallock .....	Huntington, W. Va.
Moore, Olive .....	Huntington, W. Va.
Myers, Carolyn .....	Huntington, W. Va.
Myers, Edwin .....	Huntington, W. Va.
Nance, Paul .....	Huntington, W. Va.
Norville, John.....	Huntington, W. Va.
Offutt, Frank .....	Huntington, W. Va.
Paul, Margaret .....	Huntington, W. Va.
Peters, Gordon .....	Kellogg, W. Va.
Pinkerman, Owen .....	Huntington, W. Va.
Plummer, Walter .....	Huntington, W. Va.
Pollock, Anyce .....	Huntington, W. Va.
Poole, Ella .....	Huntington, W. Va.
Preston, Ethel .....	Glen Alum, W. Va.
Price, Irene .....	Huntington, W. Va.
Price, Laben .....	Huntington, W. Va.
Priddy, Cecil .....	Huntington, W. Va.
Pritchard, Ralph .....	Huntington, W. Va.
Pulverman, Sophia .....	Huntington, W. Va.
Reed, Virginia .....	Huntington, W. Va.
Reed, Walter .....	Huntington, W. Va.
Reese, Lawrence .....	Huntington, W. Va.
Reid, Clarence .....	Huntington, W. Va.
Reid, Marguerite .....	Huntington, W. Va.
Reid, Ruth .....	Huntington, W. Va.
Remner, Antoinette .....	Huntington, W. Va.
Renner, Carolyn .....	Huntington, W. Va.
Renner, Ernest .....	Huntington, W. Va.
Rifle, Clifford .....	Huntington, W. Va.
Rifle, Lucile .....	Huntington, W. Va.
Rightmire, Agnes .....	Huntington, W. Va.
Rightmire, Harl .....	Huntington, W. Va.
Rightmare, Zilah .....	Huntington, W. Va.
Ritter, Lloyd .....	Huntington, W. Va.
Robertson, Murry.....	Huntington, W. Va.
Rousey, Virgil .....	Huntington, W. Va.
Saunders, William .....	Glenwood, W. Va.
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Sikes, Walter .....	Huntington, W. Va.
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Starkey, Russell .....	Glenwood, W. Va.
Stevenson, Ruby .....	Huntington, W. Va.

Stevenson, June .....	Huntington, W. Va.
Stowers, Thomas .....	Huntington, W. Va.
<b>Tate, Allen</b> .....	Huntington, W. Va.
Taylor, Nina .....	Huntington, W. Va.
Thompson, Harley .....	Huntington, W. Va.
Thornburg, Josephine .....	Huntington, W. Va.
Thornburg, Pauline .....	Huntington, W. Va.
Thornburg, Rosalie .....	Huntington, W. Va.
VanBibber, Rachel .....	Huntington, W. Va.
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Vickers, Leonard .....	Huntington, W. Va.
Vickers, Lola .....	Huntington, W. Va.
Vinson, Ruth .....	West Hamlin, W. Va.
Vinson, Taylor .....	Huntington, W. Va.
Wagner, Joseph .....	Kimball, W. Va.
Watters, Hugh .....	Huntington, W. Va.
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Watts, Margaret .....	Huntington, W. Va.
Watts, Vickers .....	Huntington, W. Va.
Weider, Carl .....	Huntington, W. Va.
Whitehead, Herschel .....	Huntington, W. Va.
Williams, Howard .....	Huntington, W. Va.
Williamson, Vickers .....	Huntington, W. Va.
Wilson, Walton .....	Guyandotte, W. Va.
Wilson, Roberta .....	Huntington, W. Va.
Wilson, Rachel .....	Huntington, W. Va.
Winget, Walter .....	Huntington, W. Va.
Winters, Andrew .....	Huntington, W. Va.
Woo, Harry .....	Huntington, W. Va.
Wood, Bessie .....	Romont, W. Va.
Wood, Dewey .....	Ceredo, W. Va.
Wood, John Eddie .....	Huntington, W. Va.
Worden, Evelyn .....	Guyandotte, W. Va.
Yates, Walter .....	Huntington, W. Va.
Yost, Vivian .....	Huntington, W. Va.
Zellar, Margaret .....	Huntington, W. Va.
Zellar, Sylvia .....	Huntington, W. Va.





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AT THE SIXTEENTH STREET ENTRANCE





# CALENDAR

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SESSION 1912-'13

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FALL SEMESTER, 1912-'13:

OPENS.....TUESDAY, SEPTEMBER 17.

CLOSES.....TUESDAY, JANUARY 30.

SPRING SEMESTER, 1913:

OPENS.....FRIDAY, JANUARY 31.

CLOSES.....TUESDAY, JUNE 10.

EASTER SEMI-SEMESTER, 1913:

OPENS.....TUESDAY, APRIL 1.

CLOSES.....TUESDAY, JUNE 10.

SUMMER SEMI-SEMESTER, 1913:

OPENS.....WEDNESDAY, JUNE 11.

CLOSES.....FRIDAY, AUGUST 8.

---

HOLIDAYS, 1912-'13

THANKSGIVING.....NOVEMBER 28 TO DECEMBER 1, INCLUSIVE

CHRISTMAS.....DECEMBER 21 TO JANUARY 5, INCLUSIVE

WASHINGTON'S BIRTHDAY.....FEBRUARY 20 TO 23, INCLUSIVE

EASTER RECESS.....THURSDAY, MARCH 27 TO APRIL 1, INCLUSIVE

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State Superintendent of Schools.

Hon. George S. Laidley.....Charleston, W. Va.

Hon. G. A. Northcott.....Huntington, W. Va.

Hon. E. W. Oglebay.....Wheeling, W. Va.

Hon. J. B. Finley.....Parkersburg, W. Va.

## EXECUTIVE—IN THE SCHOOL

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L. J. Corbly.....	President
C. E. Haworth.....	Vice-President
Grace Felton.....	Secretary and Stenographer
W. H. Franklin.....	Registrar
Mrs. Naomi Everett.....	Dean of Women
Ora B. Staats.....	Associate Dean
Mrs. Elizabeth Myers.....	Librarian
Ora B. Staats.....	Manager of Book Store
Mrs. Nellie A. Kearns.....	Matron
Lilian Hackney.....	Dormitory Treasurer
C. M. Workman.....	Mechanic and Head Janitor

# THE FACULTY

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SESSION 1911-'12

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1. L. J. CORBLY, *President*.....*Psychology*  
West Virginia Normal School, State University and Universities  
of Halle and Berlin, Germany.

## ENGLISH

2. C. E. HAWORTH, A. B., A. M., *Vice President*.....*Literature*  
Colgate and Chicago Universities.
3. W. H. FRANKLIN, A. B., *Rhetoric*.  
Allegheny, and Harvard.
4. ADA R. COLBERT, A. B., *English Grammar*.  
West Virginia University, Chicago, and Harvard.

## HISTORY

5. MRS. NAOMI EVERETT, Ph. B., *Dean of Women*.  
Steubenville Seminary, University of Chicago, and University of  
Sorbonne, France.

## EDUCATION

6. ANNA S. CUMMINGS, A. B., A. M.  
Colby University, Leland Stanford Jr. University, and the Univer-  
sities of Grenoble, and of Paris.
7. HARRIET LYON, B. E. D., M. E. D., *Supervisor Model School*.  
Edinboro State Normal Training School, Inter-State School of  
Methods. Work under Col. Parker, Thomas Balliet, and Alex-  
andre Frye.
8. EMMA R. PARKER, *Supervisor Seventh and Eighth Grades*,  
*Model School, and Teacher of the Eighth Grade*.  
Greensboro Female College, and University of North Carolina.
9. HATTIE E. TUDOR, *Grade VII, Model School*.  
Charleston High School, and West Virginia Normal Schools.
10. HAZEL SMITH, *Grade VII, Model School*.  
Marshall College.
11. KATHERINE STAATS, *Grades V. and VI., Model School*.  
Marshall College.
12. INEZ BROOKFIELD, *Grade IV., Model School*.  
Broadus Institute. Attended other schools and colleges.



13. ONA ULLMAN, *Grades II. and III., Model School.*  
Woodsfield High School, did work in Marietta College, and Kindergarten Course at Chautauqua, N. Y.
14. LILLIAN ISBEL, *Grade I, Model School.*  
Huntington High School, and did work in Teachers' College, Columbia University.

## MATHEMATICS

15. LILIAN HACKNEY, A. B.  
West Virginia University, Ohio Wesleyan, Cornell, and Columbia.
16. ELIZABETH COLWELL, A. B., A. M.  
Dennison University, Vassar, and Radcliffe.
17. ANNA DENOON, A. B.  
Marietta College.

## LATIN

18. C. H. SAYLOR, A. B., Ph. D.  
Johns Hopkins.
19. B. B. CHAMBERS, A. B.  
Marshall College and Dennison University.
20. EULA RICHTER HARRIS, A. B.  
Western College for Women, and Ohio State University.

## GREEK

21. HARRIETT D. JOHNSON, A. B.  
Dennison University, and Chicago University.

## GERMAN

22. OLLA STEVENSON, A. B., A. M.  
Northwestern University, and Berlin, Germany.

## FRENCH

23. A. M. HURLIN, A. B.  
Harvard University.

## PHYSICS AND CHEMISTRY

24. R. M. WYLIE, A. B., A. M.  
Dennison University.

*ART*

25. E. E. MYERS.

Pittsburg, Cincinnati, Harvard, and New York University Schools of Art.

*GEOLOGY AND GEOGRAPHY*

26. FRANCES C. BURGESS.

Marshall College, Chicago University.

*BIOLOGY*

27. ETHEL MAUD POULTON, B. Sc., M. Sc.

University of Birmingham, England. British Scholarship to Bryn Mawr College Graduate School, whence called to present position.

*MUSIC*

28. MILDRED MACGEORGE.

Student three years in Berlin, Germany, under Hugo Kaun, Alberta Jonas, and Walter Weyrowetz.

29. HELEN MARY TUFTS,
- Assistant in Piano.*

Marshall College.

30. MRS. URNA SHEPHERD,
- Assistant in Piano.*

Marshall College, and Morris Harvey College.

31. MRS. LOUISE FAY HAWORTH,
- Head of Voice Division.*

Private Study, New York City under Marie Bissell, Armour Galloway, and Oscar Sanger.

*EXPRESSION*

32. FLORENCE C. WHITE.

Emerson College of Oratory, and private study in New York City.

*OTHER OFFICERS**LIBRARY*

33. MRS. ELIZABETH MYERS,
- Librarian.*

34. ORA B. STAATS,
- Manager of Book Store.*

*COLLEGE HALL*

35. MRS. NELLIE A. KEARN,
- Matron and Secretary; also Teacher of Domestic Science.*

ORA B. STAATS, *Associate Dean.*

LILLIAN HACKNEY, *Treasurer.*

## STANDING COMMITTEES

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SESSION 1912-'13

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### CLASS OFFICERS

CLASS OF 1913—Miss Colwell and Miss Stevenson.

CLASS OF 1914—Miss DeNoon and Dr. Saylor.

CLASS OF 1915—Miss Burgess and Miss Poulton.

CLASS OF 1916—Miss Johnson and Mr. Wylie.

CLASS OF 1917—Mr. Corbly and Mrs. Harris.

CLASS OF 1918—(To be selected), and Dr. Haworth.

### GENERAL

PRINTING—Mr. Franklin and Mr. Corbly.

REQUISITIONS—Mr. Wylie and Miss Felton.

STUDENT SOCIALS—Miss Staats and Mrs. Kearn.

CREDITS AND GRADUATION—Miss Hackney and Miss Colwell.

RECITATION SCHEDULE—Miss Hackney and Mr. Corbly.

BOARDING—Mr. Franklin, Miss Staats, and Miss Felton.

LIBRARY—Miss Stevenson, Dr. Haworth, and Mrs. Myers.

ATHLETICS—Dr. Haworth, Mr. Franklin, Mr. Chambers and Miss Burgess.

PUBLIC EXERCISES—Miss Johnson, Dr. Saylor, and Miss Stevenson.

SPECIAL EXAMINATIONS—Mr. Wylie, Miss Johnson, and heads of departments interested.

COMMENCEMENT SCHEDULE AND SPEAKERS—Miss Colwell, Miss Cummings, and Mr. Corbly.

EXECUTIVE COUNCIL—Mr. Corbly, Dr. Haworth, Mr. Myers, Mrs. Everett, Miss Cummings, and Miss Hackney.

### COLLEGE HALL

DINING ROOM—Mrs. Kearn, and Miss Hackney.

HOUSE—Miss Staats, Mrs. Kearn, and Miss Hackney.

GOVERNMENT—Miss Staats, and the Senior monitors.

# INFORMATIONAL

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## THE NAME

Marshall College is not, as yet, a "degree-conferring" institution, indeed, is not a "college" in the accepted meaning of that term, hence the inquiry by many, Why the name "Marshall College"? Answer: It received the name because the trustees had decided, at the time it was given, 1856, to change it from an "academy" to a "college", and eleven years later, 1867, when the school passed from private to state control, the legislature voted to retain the name "Marshall College", which, therefore, is the legal as well as the "sentiment" name, and a name its friends and promoters sincerely hope to make good in less than a decade.

## HISTORY

"Marshall Academy" was established in 1837, shortly after the death of the great jurist, Chief Justice John Marshall, of the Supreme Court of the United States, one of Virginia's greatest men as well as one of our country's greatest jurists, and received its name in honor of that distinguished Virginian.

The school was organized as a private institution. In 1856 "Marshall Academy", by vote of the trustees and by many decided changes in the organization of the courses of study, became "Marshall College". The effects of the Civil War were severely felt in this section of Virginia (now West Virginia) and little attention, as a result, could be given to educational matters during that period and for a few years afterward. In 1867, after much earnest and self-sacrificing effort by the more substantial friends of the school, "Marshall College," the private institution, became "Marshall College", a state normal and academic institution.

Until 1902 the work was almost wholly academic, there being no training department for teachers and but a very limited amount of professional work other than in an academic way.

In January, 1902, the department of education was organized and the nucleus of a model, or training, school was opened. Since then the department has grown to one of the strongest in the school. For details as to the organization of the department see under those heads further along in this book.

At a meeting of the Board of Regents with the principals and presidents of the normal schools in March, 1912, the courses of study were extended to cover *four years* of "secondary academic work" and *two advanced years* of "professional and academic work" of such grade and

quality as are necessary in order to have them accepted in high grade colleges and universities as the equivalent of "college freshman" and "college sophomore" work.

## ORGANIZATION

### 1. STATE BOARD OF CONTROL

All state institutions of whatever kind are under the control of a central board of three members, known as the State Board of Control. This board has its offices at the state capital, give their entire time to the work, and receive a salary of \$5,000 per year. Its members are appointed by the governor for a term of six years, one every two years. Its functions are distinctively executive and financial, it being the duty of the board to recommend all state appropriations to the state legislature, control the expenditure of the same, take charge of all building and repairs, and to control the finances of every state institution. In power and authority it stands second only to the three co-ordinate branches of the state government, and is the immediate agent through which the financial policy of the state is executed.

The appropriations by the state to defray the expenses of this board, for the years 1911 and 1912, per year, are as follows:

1. Traveling expenses.....	\$ 2,500
2. Salaries of clerical force.....	11,300
3. Salaries of the board.....	15,000

Total per annum, \$28,800

### 2. STATE BOARD OF REGENTS

Acting jointly with the State Board of Control, is a State Board of Regents, whose duties are administrative. Their sphere of action is limited to the state educational institutions, and in this capacity to the educational policy of each school, its courses of study, the number of teachers it shall have, also employes, attaches, etc., the salary of each (subject to the amount of the appropriation made therefor, of course), and to the approval of the State Board of Control, such titles as members of the faculty shall have, and such other matters as affect the educational policy of each institution. While acting jointly with the State Board of Control so far as their (the regents) powers and duties extend, their acts are subject to the approval or rejection of the Board of Control, since this latter board handles the funds.

The State Board of Regents is composed of five members, of whom the "state superintendent of schools" is president, ex officio. Their term of office is *four years*, (that is also the length of the elective term of



office of the "state superintendent of schools") and the term of one member of the board expires each year. They, excepting the president, (whose office is elective at each quadrennial state election) are appointed by the governor, two from each of the two leading political parties. The presumption is, of course, that the president of this board is in political sympathy with the party in power, hence with the majority of the board, though the opposite would be the case should the opposing candidate for state superintendent of schools be elected at the regular quadrennial election.

The 1911 and 1912 appropriations to defray the annual expenses of this board are as follows:

- |  |       |
|--|-------|
| 1. For salary of secretary.....                            | \$200 |
| 2. For contingent and traveling expenses of the board..... | 1,000 |
| 3. For salaries of four members.....                       | 4,000 |

The president of this board draws a regular salary as state superintendent of schools.

### 3. THE FACULTY

All matters of discipline, so far as is possible, are referred to the faculty; indeed the very healthful sentiment prevails with the board that theirs should be a *laissez faire* policy in such matters until actual necessity arises.

Aside from the fixing of salaries, the employment and removing of teachers, and the fiscal affairs of the normal school and its branches, the duties of conducting these schools are almost exclusively left to the faculties, who have learned to appreciate their responsibilities and not to worry either executive or state board with details except when absolutely necessary.

### 4. THE COURSES OF STUDY

The school offers the following courses of study:

1. A course consisting of *four years* of secondary academic work and *two years* of normal and academic work of college grade, *six years* in all, the last *two years* known as the "Normal Course."

2. A course consisting of *four years* of secondary academic work and *two years* of work of college grade so arranged that the student upon completing it will have had sufficient work in psychology, history of education and a few kindred subjects to equip him for teaching should he so elect and yet suffer no shrinkage in his credits should he complete his college work. This course is also one of *six years*.

3. A *five-year* course in piano.
4. A *three-year* course in voice.
5. A *three-year* course in expression.

## 5. THE WORK

This is carried on under *fifteen* different "department heads":

- |                            |                            |
|----------------------------|----------------------------|
| 1. Art                     | 8. English                 |
| 2. Music                   | 9. History                 |
| 3. Latin                   | 10. Education              |
| 4. Greek                   | 11. Expression             |
| 5. French                  | 12. Psychology             |
| 6. German                  | 13. Mathematics            |
| 7. Biology                 | 14. Physics and Chemistry. |
| 15. Geography and Geology. |                            |

For details of the work and subjects included under these *fifteen* heads see under "The Work of the Courses Outlined", further over in this book.

## SOURCES OF INCOME

Since Marshall College is a state institution, essentially its chief source of financial support is the State of West Virginia. The total income is derived from *two* sources: Appropriations, and student fees. For appropriations the school depends upon the bi-ennial sessions of the State Legislature, which are held each alternate winter, odd years. These bi-ennial "allowances" for the fiscal years (October 1 to September 30), 1910-'11, and 1911-'12, are, per year:

Repairs and improvements.....	\$3,000
Current expenses.....	6,000
Salaries .....	24,770
<hr/>	
Total, \$33,770	

The total amount received from student fees, (table board not included) for the fiscal year 1910-'11 was \$11,711.01. This amount added to the total of appropriations for that year is the grand total upon which the school had to depend for all resources:

Appropriations .....	\$33,770.00
Student fees .....	11,701.01
<hr/>	
Grand total, \$45,471.01	

The corresponding income for the fiscal year 1911-'12, was:

Appropriations .....	\$33,770.00
Student fees .....	13,320.19
<hr/>	
Grand total, \$47,090.19	

The total enrollment for the year 1911-'12 was about 1,100, which gives the following interesting figures:

1. Cost per capita of total enrollment:	
a. The amount the state paid.....	\$30.70
b. The amount the student paid.....	12.10
	<hr/>
	Total, \$42.80
2. Cost per capita of average enrollment:	
a. The amount the state paid.....	\$44.90
b. The amount the student paid.....	17.70
	<hr/>
	Total, \$62.60
3. Cost per capita of graduates:	
a. The amount the state paid.....	\$281.40
b. The amount the student paid.....	111.00
	<hr/>
	Total, \$392.40

## LOCATION

Huntington, West Virginia, named for C. P. Huntington, the great railroad builder, and former owner of all the land on which his namesake municipality stands, is West Virginia's youngest, but one of its most progressive cities, second in size (only Wheeling having a greater population) and certainly the most beautifully laid out city in our commonwealth. Its founding dates from the seventies—about *forty* years after the founding of Marshall College; its population had reached 12,000 in the year 1900.

In 1910 the population reported by the census bureau was 31,161. Since that time Guyandotte, the very old and historic town adjoining Huntington on the east, voted to unite her forces with this prosperous little city, thus adding to Huntington's population 1,700 more persons, making a total of 32,861. The school census for 1912 indicates growth of about 3,000 in the original Huntington since the 1910 census, thus giving the city a total population, June, 1912, of about 35,861.

The city is located at the junction of the Guyandotte River with the Ohio River, and extends along the banks of the latter river, whose direction is east to west here, from 37th street east to 22nd street west, a distance of *four* miles, and from First Avenue, on the southern bank of the Ohio River, southward to 13th Avenue, skirting the foothills, and then still up hills and glens quite a distance to the south where nice suburban homes are going up.

The plan of the city is simple and modern in its details.

All avenues extend east and west parallel to the Ohio River, and are numbered from First Avenue on the bank of the Ohio, southward to the foothills.

All streets extend north and south, at right angles to the Ohio River and the avenues, and are numbered from First Street eastward and First Street westward.

All the main avenues, from First to Thirteenth, are 80 to 100 feet in width, and all streets are 60 to 80 feet wide.

The Ohio River at this point is a noble stream of about *three thousand* feet, from bank to bank, navigable for large river steamers, passenger and freight, and runs through one of the richest as well as one of the most beautiful valleys in America.

The city is reached by steamers on this river and by the following railways:

1. The "Chesapeake and Ohio" with its two western terminals at Louisville, Ky., via Lexington, Ky., and at Cincinnati, O.; its two eastern terminals at Newport News, Va., on the Atlantic coast and at Washington, D. C. This road has through Pullman chair, diner, and sleeper facilities without change to Louisville, Cincinnati, Indianapolis, St. Louis, and Chicago on the west, and with Richmond, Norfolk, Newport News, Washington, Baltimore, Philadelphia, and New York on the east.

2. The "Baltimore and Ohio" with its western terminal at Kenova, eight miles west of Huntington, where it connects with the "Chesapeake and Ohio" and the "Norfolk and Western"; it follows the Ohio valley northward, connecting with points east and west on its main lines at Parkersburg, 121 miles north, at Wheeling, 215 miles north, and at Pittsburgh, 281 miles north; at Wheeling and Pittsburgh of course are connections with other trunk lines east and west. Eastern and western cities are reached by this route with Pullman, chair, diner and sleeper all the way, and with but one change.

3. The "Norfolk and Western", which crosses the Ohio river at Kenova, eight miles west of Huntington, connections with which are made by Ohio River steamers, the "Ohio Valley Electric", the "Chesapeake and Ohio", or the "Baltimore and Ohio" railways.

4. The "Ohio Valley Electric Railroad", which unites the cities and towns of the valley on the west, with Huntington, and through it, making Huntington the center of a population of about 75,000, with whom *half-hour* trolley connections are made from 5 a. m. to 11 p. m.

The city is *four hours* distant from Cincinnati, *one hour* from the state capital (Charleston), *five hours* from White Sulphur Springs, *eleven hours* from Richmond, Va.; *eighteen hours* from Norfolk (on the Atlantic coast), *fifteen* from Newport News (also on the coast), *thirteen* from Washington, D. C., *fifteen* from Chicago, *fourteen* from Baltimore, *sixteen* from Philadelphia, *eighteen* from New York, *three* from Parkersburg, *five* from Wheeling, *seven and one-half* from Pittsburgh, *five* from Columbus (because of connections), and *sixteen* from St. Louis.



## OF INTEREST TO STUDENTS

The old "term" plan of dividing the year's work has been abandoned and the "semester" plan has been substituted. See dates of opening and closing each semester and semi-semester in the calendar on page 5.

By the semester plan those who wish to enter for reviews or for regular work in the spring will enter at the opening of the Easter semi-semester, April 1.

As stated elsewhere the normal and the academic courses have been extended from *four* to *six* years: *Four* years of secondary work and *two* years of work of college grade. This extension necessarily leads the student to inquire as to how soon the full *six* years work is to be required. Replying to this very natural inquiry, it may be stated that, after going over the situation repeatedly and carefully, the committee has decided upon the following:

1. Our present Juniors in full standing (those who have already completed 12 *units* (36 *counts* or *credits* as the "term" plan named them) will be required to complete 17 1-6 *units*, or 5 1-3 *units* beyond the Junior standing of former years. This is 1-6 *unit* less than was specified in last year's catalogue as a condition of graduation in the class of 1913.

2. Graduates from a *four-year* course in a *first* class high school will be required to spend *one full year* and one "summer half-term" unless they have done more than the usual 16 *units*.

It may be asked why more units are required of high school graduates than of the present Junior class at this school, to graduate next year. The answer is that the Juniors at this school are required to do about the same amount of work in *three* years that the average *four-year* high school student does in four years; this because the average age is much higher and all recitation hours are 60 minutes in length instead of 40 or 45 minutes, the customary recitation period in a high school. Comparisons as to the amount of work required will show that this is true in most subjects. In all cases, however, high school graduates will be admitted not on their diploma standard (which pre-supposes the completion of at least 15 *units*) but upon the actual number of *units* they have completed. We find, for example, some instances in which graduates from the same high school, and in the same class, have done quite different amounts of work. There is one instance now before the committee on credits where one member of a high school graduating class has completed 18 *units*, while her classmate has completed but 16.

It is no criticism of the high school that this is the case; it is purely a case where one lady has elected to do more than the required 15 or 16 *units*, hence, a case where she should be received on the basis of the number of credits she has made and not upon her diploma, merely; to do the latter would be manifestly unfair to the one having made 18 credits.



The only fair way to deal with high school graduates, for *their* sake, is to check their credits carefully and admit them on that basis.

3. To graduate in the class of 1914 a minimum of *twenty units* will be required, at least four of which units must be done on a basis of *college*, and not *high school*, requirements; that is:

- a. One hour recitation periods.
- b. Not more than 17 recitation periods per week and not less than 14.
- c. With equipments in the way of laboratory, library, and other facilities such as will meet college requirements.

4. To graduate in the class of 1915 a minimum of *twenty-three units* will be required, not less than *seven* of which units must be done on the basis of college requirements.

The class of 1915 will be the first to complete the full *six-year* course.

It is probable that a bill will be submitted to the 1913 session of the legislature providing for a *three* or *four-year* "certificate course" for the benefit of rural school teachers. Both the regents and the heads of the normal schools favor such a certificate course.

The ranking of students in the courses as now extended will be: *Freshman Secondary, Sophomore Secondary, Junior Secondary, and Senior Secondary*, for the *four-year* secondary courses. For the two *advanced years*, the ranking in one course will be *Junior Normal* and *Senior Normal*; in the other, *Junior Academic* and *Senior Academic*. All recitation periods are *one hour* in length.

A "unit" is the equivalent of *nine months* work, *five* recitations per week, and not less than 45 minutes to the recitation; this is the construction the "credit committee" will place upon this word when high school students apply for standing here.

A "credit" is the equivalent of *half a unit*.

A "third" is the equivalent of *one-third of a unit*.

*ANY STUDENT* who falls short not more than one unit of completing his course of work at the close of any spring semester, is permitted to appear on the platform with the graduating class at the June commencement and take part in all the Senior exercises, provided he duly enrolls for the succeeding summer semi-semester and pays all fees connected with the same before the opening of commencement week immediately preceding said summer semi-semester. In such cases his diploma is withheld till he has completed in a satisfactory manner within said summer semi-semester the remaining *one unit* against him, after which his diploma will be presented by the president.

*A STUDENT* may complete his course at the close of any semester but in such cases he is expected to be present and take part in all Senior exercises at the following June commencement unless excused therefrom by the president.

*NO STUDENT* is permitted to graduate without having spent *one full session*, (two consecutive semesters), fall, and spring, in residence

work here. By "residence work" is meant attendance in person, not by correspondence or by attendance on some other school.

*NO STUDENT IS PERMITTED* to carry more than *four full subjects*, (20 hours class work, per week) in the "secondary courses, without the consent of his class officers and the president, and none is permitted to carry fewer than *three full subjects* except by permission of the president; and unless there is satisfactory excuse for not carrying more than two subjects, a special tuition is charged.

To rank as *Freshman secondary* a student must have not more than 23 units of work yet to complete.

To rank as *Sophomore secondary* 19 units of uncompleted work is the standard.

To rank as *Junior secondary* 15 units is the maximum of work yet to be done.

To rank as *Senior secondary* 11 units is the limit of uncompleted work. To rank as Junior or Senior academic or normal, see special rules under "graduation" further along in this book.

If more units than the above-named limits are yet uncompleted the student will be ranked in the class below. If more than 23, his rank will be *sub-freshman secondary*.

*NO STUDENT* will be given rank in any year till he has submitted an approved list of credits, duly made out, and signed by the proper authorities where the work was done.

*STUDENTS* who come here for the purpose of carrying music only, art only, oratory only, or any two or more of these subjects, unless they live in town, will be required to give at least four full hours per day besides their recitation hours, to their practice work in these subjects.

*ALL STUDENTS*, in whatever department they may be engaged, are required to attend chapel exercises, which are conducted once per week, Wednesday, from 10:30 to 11:00.

## CLASS ROLLS

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Under the heading "graduation" will be found regulations governing the make-up of the Senior roll in September, Senior roll calls, in February, April, and May, and rules governing "conditioned" Juniors and Seniors.

The "Junior roll" will be made up on the second Friday, immediately following the September opening, at 12 o'clock, in room No. 34. The class officers will have charge of this meeting, and will submit a copy of this roll to the president of the school and to the president of the Junior class, in the same form as the Senior roll, and within three days after the Junior class meeting.

The Junior roll will be called on the second Friday after the opening of the spring semester, the Easter semi-semester, and the second Friday in May, in regular faculty meeting. On each of these occasions the certified Junior roll will be reported to the president of the school and to the president of the Junior class within three days following the roll calls.

The other class rolls—the "Senior secondary", the "Junior secondary", the "Sophomore secondary", the "Freshman secondary", and the "sub-Freshman secondary" will be made up on the same day and at the same hour as the Junior roll, the second Friday, immediately following the opening of the fall semester, at 12 o'clock.

The "Senior secondary" class will meet in room No. 44, the "Junior secondary" in room 33, the "Sophomore secondary" in room No. 49, the "Freshman secondary" in room No. 40, and "sub-Freshman secondary" in room No. 41.

A copy of each of these class rolls will be filed with the president of the school, one with the class officers, and one with the president of the class. These rolls must be made out in the same form as the Senior roll. See under "graduation".

Each of these rolls will be revised at the opening of the spring semester and of the Easter semi-semester—on the second Friday immediately following the opening of the semesters, at 12 o'clock, and in the rooms named above, after which the revised rolls will be filed with the same officials as the first roll, within three days after the class meetings.

No transfers from one class to another (from Freshman to Sophomore, Sophomore to Junior, etc.) will be made except *at the opening of the fall semester and of the spring semester*. Class rank assigned at the opening of a semester stands so till the opening of the next semester. The only exceptions to this rule will be in cases where semi-semester students of

irregular attendance entering at the opening of the Easter semi-semester *may* need to be re-assigned class standing because not present at the fall and spring assignments.

All transfers will be made hereafter by card certifying that the bearer whose name appears on the card, has been duly given his standing, thus: "The student whose name appears at the head of this card has been duly recognized as having attained *Freshman secondary standing in the class of 1919*," and so for other classes.

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## BOARDING

*NO STUDENT* is permitted to board anywhere or room anywhere except in places approved by the boarding committee; and should anyone be found in a place not approved by the committee, he or she will be notified at once to move, on penalty of being dropped from school.

*WHEN A STUDENT* changes his place of rooming he should notify the secretary in the president's office at once, also his class officers, that they may correct the records and be able to locate him in case a long distance phone call or telegram of importance come to the office for him.

*STUDENTS ARE EXPECTED* to report to the president's office for enrollment within *twenty-four* hours after their arrival in the city, sooner if convenient.

*YOUNG LADIES* and young gentlemen are not permitted to room in the same home.

*THE BOARDING CLUBS* will not be open to young ladies hereafter unless it be a case where young ladies *only* are in the club. The only places where young ladies may have table board are the following:

1. In clubs composed exclusively of young ladies.
2. In private boarding places approved by the proper authorities.
3. In private homes approved by the proper authorities.
4. In the dormitory.

Young ladies under 21 years of age will be required to take their meals in the dormitory unless excused from so doing by the Dean of Women.

All places of rooming or taking meals, for young ladies, must have the combined approval of the *boarding committee* and the Dean of Women.

In *no case* shall the number taking meals in *any* club, whether for ladies or for gentlemen, exceed 25 until all other clubs for that particular sex shall have reached a corresponding number; and thereafter all additions to the clubs shall be equally distributed among the different clubs, thus maintaining, as nearly as possible, a parity of numbers in each club. This is done to protect those in otherwise smaller clubs from the increased cost of board due to the smaller number, hence is but simple justice to the



student. In case of any violation of this rule it shall be the duty of the chairman of the boarding committee to direct the manager of the club violating this rule to transfer such additions to his club to such other club or clubs as said chairman may name, till the parity of numbers is restored; and in case of said manager's refusing to do as requested he shall at once be relieved from his position as club manager and the boarding committee will make the transfers.

In all cases of making such transfers the latest addition to the club will be transferred first, and so on in the order of the recency of their arrivals, unless some other or others volunteer to be transferred in their stead. And any interference of the matron of the club in matters of this kind will be accepted as cause sufficient for transferring the entire club from her home as these are matters to be supervised in the interest of the students and must be regulated by the boarding committee.

All matrons and managers of clubs must fully understand these matters before assuming their duties and thus prevent misunderstandings.

All this is to say that it shall be the duty of the boarding committee to decide upon the places where clubs shall be opened, appoint the matrons and the managers, regulate the numbers in each club, assign each new student to a club, have general supervision of the clubs, and disband them when it seems best to do so.

The advice and approval of the Dean of Women must be had, also, in all matters of importance connected with the boarding and rooming of young ladies.

So long as there is room or board in the dormitory, or in any addition made thereto inside or outside the college grounds under the official control of the school, those in authority refuse to assume responsibility for the care and protection of any young lady who refuses to take advantage of such room or board or both. So long as there is either room in the dormitory or at the dormitory tables it is the duty of parents or guardians to see that their daughters and wards avail themselves of the protection thus offered. And in all cases of young ladies under 21 years of age they will be compelled to take room and board, one or both, in the dormitory, so long as there is a place for them. No matter what the ruling or permission of parents may be, if their daughters refuse to take advantage of the protection offered in the dormitory the authorities here shall refuse to be responsible for their welfare. Only in cases where the dormitory is full can those in authority there assume responsibility for the welfare of girls outside; in all such cases the best possible will be done. But, in no case will the authorities here be responsible for girls or young women who refuse or whose parents refuse to comply with the rulings of the Preceptress or the Dean of Women. And the right will be reserved to summarily *take* a girl home (under the chaperonage of the Preceptress), whose conduct is such as is regarded dangerous to herself, to those students with whom she associates, or to the good name of the school.



If the school authorities are to be held responsible for the welfare of the student body and for the good name of the institution, they must decide with the approval of the State Board, just what are the conditions under which they are to assume this responsibility. No one connected with the school is anxious, or even willing, to assume any controlling authority except what is for the best interests of the student body; we are *most glad* to give every freedom to young people at all consistent with their welfare and the welfare of the school; we *much prefer* to assume no authority beyond the necessary, for this but adds to our burdens; but we cheerfully assume responsibility for every task that necessarily falls to our lot, the task—for task it is at best—of successfully directing the social, educational, and moral welfare of the hundreds of young people placed under our care each year.

Let it be clearly understood, once for all, that the authorities here refuse to be responsible for the welfare of a young lady who refuses to take advantage of the protection offered in the dormitory so long as there is dormitory room for her, or, as is sometimes the case, when she leaves the dormitory to room in the city without the approval of the Dean of Women.

### REQUESTS FOR CREDITS

All persons desiring credits for work done elsewhere, or to know what their standing here would be, should they enter this school, will please address such inquiries to the chairman of the "Committee on Credits and Graduation"—

MISS LILLIAN HACKNEY

Marshall College,  
Huntington, W. Va.

If they make these inquiries at any time between June 10 and September 10, their letters should be directed to—

MISS LILLIAN HACKNEY

Morgantown, W. Va.

It is sincerely to be hoped that Miss Hackney will not be annoyed by such letters as the following, many of which reach the president's desk each year:

"Please let me know about how long it will take me to graduate."

It is just about as sane to ask how much a pig will cost at five cents per pound without telling what the pig weighs. This is but an innocent oversight on the part of deserving young people, but they must remember that the only way the "Credit Committee" can tell how long it will take a student to graduate is for them to know these things:

1. Exactly what amount of work the student has done, where he did it, what text books he used, and how much time he spent on each subject.
2. About how old he is.

3. Whether he is a person of average intelligence.

4. Whether he expects to attend school here continuously till he graduates, or whether he can spend only a part of each year, and *what* part.

The proper thing to do in such cases is to send to Miss Hackney for one of the blank forms the school uses for recording such things; fill it out as indicated on that blank, and return it to Miss Hackney.

Or, if preferred, state briefly when writing just what work has been done.

All requests for credits made in this school by those who were once students here should be addressed to the Registrar—

PROF. W. H. FRANKLIN,  
Marshall College,  
Huntington, W. Va.

## OTHER REQUESTS AND INQUIRIES

All requests for catalogues should be addressed to the secretary—

MISS GRACE FELTON, SECRETARY,  
Marshall College,  
Huntington, W. Va.

All inquiries about rooms or table board or both, in the dormitory, should be addressed to the matron—

MRS. NELLIE A. KEARN,  
Marshall College,  
Huntington, W. Va.

All inquiries about board, or room, or both, in the city (that is, outside the dormitory), should be addressed to—

THE BOARDING COMMITTEE  
Marshall College,  
Huntington, W. Va.

All matters pertaining to the studies and standing of those who are students here, that is, all matters about substitutions, changing studies, dropping a study, re-arranging one's course, number of credits already made, class standing, rank, etc., should be addressed to one of the student's class officers. See under the head of Standing Committees on page 11 of this book.

See under "Graduation" for regulations governing Senior standing, Senior roll, etc.

## SPECIAL EXAMINATIONS

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These come under three headings:

1. Cases where students have, for some reason satisfactory to the committee on special examinations, been unable to attend the regular examination when it was given and have not been excused from said examination.

2. Cases where the student has failed to make a "passing grade" in the regular examination, and the conditions are such as commend his case as one worthy of favorable consideration by the committee.

3. Cases where a student desires advanced standing on a subject in which the "committee on credits" cannot grant it without substantial proof by written test that he is worthy of the credit desired.

4. Cases where a student has done special work under a private tutor or in some school not on the accredited list of this school.

The above, and all other cases deemed worthy by the committee, will be given special examinations under the following regulations:

1. All special examinations will be given on the *first Monday following the opening of each semester and semi-semester*, at 2:30 p. m. in room No. 40.

2. All persons desiring admission to these examinations must report their name and the subject or subjects on which they wish to pass examination to the chairman of the "committee on special examinations" not later than the day following the opening day of each semester and semi-semester.

3. All candidates for these examinations will meet the "committee on special examinations" on the Saturday morning following the opening of each semester and semi-semester, in room No. 40, at 9 a. m., and present their claims for such examination or examinations as they may wish, before the full committee, which committee will pass on their claims and let the candidates know whether they are eligible.

4. Those candidates who have done their class work in this school in the subject or subjects on which they wish examination, will be given an examination of the same grade and kind as the regular examination of the department in which the students did their class work.

5. Those candidates who have done their class work in a non-accredited school, or in a non-accredited subject of an accredited school or have done it under a private tutor or by self-tutorship, will be given an entirely

different kind of an examination—one that will cover the requirements of class or laboratory work in addition to the regular test of an examination. This will apply especially in such subjects as science, English, the other languages, history and the professional subjects. In other words, these examinations will be quite a bit more comprehensive and searching than the usual examination.

6. The number of special examinations a student may take in any one department will hereafter be limited to *one*, if that examination come under the head mentioned in section 5 above (the preceding section), namely, in cases where the work has been done independent of library, laboratory, and accredited class facilities. That is to say: Not more than *one credit* will be allowed in any department by way of special examination when the work has been done outside of class under either private tutorship or self-tutorship, unless a preliminary oral examination reveal such a degree of familiarity with the subject as will warrant the head of the department in assuming that the candidate asking for such examination privilege meet the requirements of the standard of proficiency fixed for the particular subject in that department.

This ruling conflicts in no way with allowing credits for, or examinations on, work done outside the classes here when that work measures up to the standards of proficiency fixed for class work here. It is the policy of this school to recognize merit in both individuals and in work, no matter who the person is, or where the work was done, and *not* to suppose that work done here is any better than work done elsewhere under as good instruction and as good advantages; but this policy must be construed to insist on a distinct and decided advantage of class work done under capable instructors and with good library, apparatus, and laboratory facilities, *over* work done under self-tutorship, private tutorship, or limited opportunities in the way of both instruction and library and apparatus facilities; to assume anything else would be to discount the entire policy of education in all countries and in all ages of civilized man.

All this is but to explain in detail that hereafter still greater stress will be placed on class work done under favorable conditions, than has been the case heretofore; but, that in no case will this greater stress be used to prevent our recognizing the value of class work done elsewhere under such conditions as will insure it worthy the impress of our approval here. The ambition of worthy young people to save time and money in completing their education is fully appreciated here, and will be encouraged in every possible way consistent with that degree of thoroughness which is for the best interests of the student and the school, and for the public whom the student and the school are to serve.

The Senior spelling test will be given on the second Saturday following the opening of the Fall, the Spring, and the Easter semi-semester, at 9 a. m. All Seniors failing to pass the September test will be given the word list from which the test is taken, to prepare for the February



test, and all failing on the February test will have their final test in April.

Beginning with the session of 1912-'13 the standard of proficiency in the public school subjects required of all Normal Seniors will be made more definite and exacting. If the graduates of the schools under the more extended course are to prove the merits of their school and the work it professes to do, and if they are to prove the value of the course they have taken by demonstrating to the public what they can do as teachers of public school subjects after having had liberal academic and professional training, they must be familiar with the essentials of the subject matter of the branches they are to teach as well as those on which they have done their advanced work. Accordingly, the Department of Education will give such tests, early in each session, as will suffice to leave no doubt in the minds of the head of that department as to whether any member or members of the Normal Senior class should be required to do more or less of review work in public school subjects before receiving their diplomas.

These tests will be made brief and simple, but will be of such nature as will satisfy the department as to whether the students who are to go out to teach the children of the public schools really know the subjects they are to teach.

Nothing that has been said in the foregoing paragraphs about credits and special examinations must be construed to mean that students who have done work elsewhere in any subject and who wish to continue more advanced work in the same subject here will be denied advanced standing through examination tests, or through credits furnished us; advanced standing in any subject in which the student wishes to do additional work here is always given when the situation will justify it, and the only additional condition is that the student prove himself in his advanced work.

The committee on "special examinations" consists of the following members:

1. Prof. R. M. Wylie, chairman.
2. Miss Harriet Johnson.
3. The heads of the department under which the examinations come.

All applications for these examinations should be filed with the chairman of the committee as per regulation No. 2 above.

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## CERTIFICATES OF CREDIT

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Any student or graduate who asks for a certificate of credits to be sent to himself direct should enclose a fee of twenty-five cents to cover the cost of making out the same. It has been found necessary to charge this fee uniformly in order to prevent the unnecessary doubling up of



this part of the registrar's work. Most schools ask for a verification of credits after a student matriculates, and if a credit certificate has already been made out, this verification involves a repetition of the work. When a student or graduate of this school enters West Virginia University we send a certificate of credits direct to the University, and it is not at all necessary that a certificate be in the hands of the student. If, however, anyone prefer to have a certificate it will be made on receipt of the proper fee. Address "The Registrar".

## ENTRANCE REQUIREMENTS

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### 1. RECOMMENDATION

It is always the proper thing to do when enrolling a student who has never been in a school of the grade of this one before, to require of him a written or personal recommendation from some influential citizen who is familiar with his life, character, general behavior, and habits of study. Such a letter is expected of every new student who enrolls here.

### 2. CREDITS

It is the business of the "committee on credits and graduation" to be sufficiently familiar with the schools of this state to intelligently allow proper credits for work done elsewhere without resorting to set examinations except in extreme cases. In cases of students from other states it is only a case of more detailed and careful inquiry.

In order to receive credit for any of the work it is necessary that the student furnish a certified list of the subjects on which he wishes credit, duly signed by the teacher or principal or superintendent, or other officer of proper authority.

Blank forms for entering these credits in due form are kept in this office and will be furnished free of cost, upon application to the secretary, Marshall College, Huntington, W. Va., or to Miss Lillian Hackney.

The applicant for credits should use due precaution to see that all details required on the blank forms sent him should be filled out in full.

### 3. FEES

By order of the State Board of Control to whom all moneys collected are remitted, *all* fees are payable in advance, for each semester and semi-semester, *Fall, Spring, Easter, and Summer*; hence credit or delays should not be asked for.

The following are the fees charged in the various departments:

	Fall Semester	Spring Semester	Easter Semi Semester	Summer Semi- Semester
Model School.....	\$7.50	\$7.50	\$5.00	.....
*Secondary Courses.....	5.00	5.00	3.00	\$8.00
*Normal Course.....	5.00	5.00	3.00	8.00
*Advance Academic.....	5.00	5.00	3.00	8.00
Piano—Head Teacher.....	25.00	25.00	15.00	12.00
Piano—Assistants .....	23.00	23.00	14.00	10.00
Voice .....	27.00	27.00	15.00	12.00
Art—Special Work.....	25.00	25.00	15.00	12.00

#### EXPRESSION

First Year.....	\$24.00	\$24.00	\$14.00	\$12.00
Second Year .....	27.00	27.00	15.00	12.00
Third Year.....	27.00	27.00	15.00	12.00

Single Lessons, \$1.00.

#### LABORATORY

Physics .....	\$1.50	\$1.50	\$1.00	\$1.00
Chemistry .....	3.00	3.00	2.00	2.00
Geology .....	.50	.50	.50	.50
Botany .....	1.00	1.00	.50	.50
Agriculture .....	1.00	1.00	.50	.50
Zoology .....	.50	.50	.50	.50
General Biology .....	.50	.50	.50	.50
Art .....	.25	.25	.25	.25

\*Students from other states pay an additional fee of \$9.00 for the Fall and Spring semesters and \$6.00 for the Easter semi-semester, but nothing extra for the Summer semi-semester in these three departments—the Secondary, the Normal, and the Advanced Academic courses.

There are small fees also for the use of pianos for practice in the music department, also for History of Music and Harmony. See under these departments further over for these.

PLEASE NOTE: Tuitions and other fees *are not refunded*. In the department of *music, art, and expression* lessons will be made up to students who are kept out by continued and severe illness.

The treasurer is required by the State Board of Control to collect all fees in advance and report them in detail, at the close of each month, hence the rule that *fees will not be refunded*.

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Appointments from county superintendents are no longer required. Correspond with the president of the school direct with reference to entering.

## **PART II.**

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### **COURSES OF STUDY**

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SECONDARY COURSES, NORMAL COURSE,  
ADVANCED ACADEMIC COURSE, MODEL SCHOOL,  
MUSIC COURSES, COURSES IN ART,  
AND EXPRESSION COURSE  
IN BLOCK AND IN  
DETAIL



# COURSE A

## FRESHMAN SECONDARY

### FALL SEMESTER

*English . . . . .	1
*Latin . . . . .	1
*Algebra . . . . .	1
*History . . . . .	1

### SPRING SEMESTER

*English . . . . .	2
*Latin . . . . .	2
*Algebra . . . . .	2
*History . . . . .	2

## SOPHOMORE SECONDARY

*English . . . . .	3
*Language . . . . .	
*Art . . . . .	
Language . . . . .	
General Biology . . . . .	

*English . . . . .	4
*Language . . . . .	
*Plane Geometry . . . . .	1
Language . . . . .	
Botany . . . . .	

## JUNIOR SECONDARY

*English . . . . .	5
Language . . . . .	
History . . . . .	3
Language . . . . .	
Physiography . . . . .	
Chemistry . . . . .	1
*Plane Geometry . . . . .	2

*English . . . . .	6
Language . . . . .	
History . . . . .	4
Language . . . . .	
Geology . . . . .	1
Chemistry . . . . .	2
*Solid Geometry . . . . .	

## SENIOR SECONDARY

English . . . . .	7
Language . . . . .	
History . . . . .	5
Language . . . . .	
Zoology . . . . .	
Physics . . . . .	1
Art . . . . .	2
*Algebra . . . . .	3

English . . . . .	8
Language . . . . .	
*History . . . . .	6
Language . . . . .	
*Agriculture . . . . .	1
Physics . . . . .	2
Commercial Geography . . . . .	
Trigonometry . . . . .	

## JUNIOR ACADEMIC

English . . . . .	9
Language . . . . .	
History . . . . .	7
Language . . . . .	
Biology . . . . .	4
Chemistry . . . . .	3
Art . . . . .	3
*Psychology . . . . .	1
Mathematics . . . . .	8
Methods . . . . .	

English . . . . .	10
Language . . . . .	
History . . . . .	8
Language . . . . .	
Agriculture . . . . .	2
Chemistry . . . . .	4
Art . . . . .	4
*Pedagogy . . . . .	
Physiography . . . . .	2
Hygiene . . . . .	

## SENIOR ACADEMIC

English . . . . .	11
Language . . . . .	
Economics . . . . .	
Language . . . . .	
Geology . . . . .	2
Physics . . . . .	3
Art . . . . .	5
Psychology . . . . .	2
History of Education . . . . .	
Teaching—Domestic Science . . . . .	

English . . . . .	12
Language . . . . .	
Sociology . . . . .	
Language . . . . .	
Astronomy . . . . .	
Physics . . . . .	4
Art . . . . .	6
*Ethics . . . . .	
Philosophy of Education . . . . .	
School Administration . . . . .	

## NOTES

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1. Read notes 1, 2, 4, 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 23, 24, 25, 26, and 27, under Course B.

2. Subjects marked thus, \*, are compulsory.

3. "Language" as used in the above Secondary Course, includes Latin, Greek, French, and German. In the last three years of the course and in the Academic Course it is used twice under each year to show that a student may carry two languages in addition to English. In the Academic Course Spanish is included in the languages offered.

4. To complete the Academic Course one must do not less than 7 units of work, not fewer than three of which units must be elected from the list of "professional subjects." See *Note 9* under Course B.

5. Course A is intended especially for:

(1). Those who may wish or need to teach a while, who do not expect to make teaching a profession, but who wish good academic preparation for their life work and can scarcely hope to complete an academic degree course.

(2). Those who wish to complete an academic degree course, who can be spared quite an amount of inconvenience and expense by taking two years of their degree course at home or close home, and who want to teach more or less before or after taking their degree.

(3). Those who wish more academic work in the six years, especially in the languages, than can be gotten by giving full time to the professional subjects in the Normal Course, (7 units).

(4). Those who expect to do work in the newly developing high schools of this state, especially language or other special work.

Each member of the classes doing the work of the Academic Course will be required to do not less than *three units* of the professional work listed in the Normal Course, and these professional subjects will be assigned him by the president with reference to what his teaching is to be; he will not be permitted to elect such as may happen to please his fancy or such as seem the easier.

It is believed that this course will result in much good in three ways:

a. In adding to the number of teachers in the state who have had good academic preparation and who have also had professional training.

b. In meeting many of the serious needs of the new high schools in the villages, towns, and districts.

c. In increasing the number of young men and women who will, through this means, be encouraged to go on and take their degrees, many of whom, by virtue of having been required to do some professional work, will return to the teaching profession after finishing their degree work.

# COURSE B

## FRESHMAN SECONDARY

FALL SEMESTER		SPRING SEMESTER	
*English . . . . .	1	*English . . . . .	2
*Latin . . . . .	1	*Latin . . . . .	2
*Algebra . . . . .	1	*Algebra . . . . .	2
*History . . . . .	1	*History . . . . .	2

## SOPHOMORE SECONDARY

*English . . . . .	3	*English . . . . .	4
*Language . . . . .		*Language . . . . .	
*Art . . . . .	1	*Plane Geometry . . . . .	1
Language . . . . .		Language . . . . .	
*General Biology . . . . .		*Botany . . . . .	

## JUNIOR SECONDARY

*English . . . . .	5	*English . . . . .	6
Language . . . . .		Language . . . . .	
History . . . . .	3	History . . . . .	4
Language . . . . .		Language . . . . .	
Physiography . . . . .		Geology . . . . .	1
Chemistry . . . . .	1	Chemistry . . . . .	2
*Plane Geometry . . . . .	2	*Solid Geometry . . . . .	

## SENIOR SECONDARY

English . . . . .	7	English . . . . .	8
Language . . . . .		Language . . . . .	
History . . . . .	5	*History . . . . .	6
Language . . . . .		Language . . . . .	
Zoology . . . . .		*Agriculture . . . . .	1
Physics . . . . .	1	Physics . . . . .	2
*Art . . . . .	2	Commercial Geography . . . . .	
*Algebra . . . . .	3	Trigonometry . . . . .	

## JUNIOR NORMAL

English . . . . .	9	English . . . . .	10
Language . . . . .		Language . . . . .	
History . . . . .	7	History . . . . .	8
Language . . . . .		Language . . . . .	
Biology . . . . .	4	Agriculture . . . . .	2
Chemistry . . . . .	3	Chemistry . . . . .	4
*Art . . . . .	3	Art . . . . .	4
*Psychology . . . . .	1	*Pedagogy . . . . .	
Mathematics . . . . .	8	Physiography . . . . .	2
*Methods . . . . .		Hygiene . . . . .	

## SENIOR NORMAL

English . . . . .	11	English . . . . .	12
Language . . . . .		Language . . . . .	
Economics . . . . .		Sociology . . . . .	
Language . . . . .		Language . . . . .	
Geology . . . . .	2	Astronomy . . . . .	
Physics . . . . .	3	Physics . . . . .	4
Art . . . . .	5	Art . . . . .	6
*Psychology . . . . .	2	*Ethics . . . . .	
*History of Education . . . . .		Philosophy of Education . . . . .	
*Teaching . . . . .		School Administration . . . . .	
Domestic Science . . . . .		Special Methods . . . . .	
		*Teaching . . . . .	

## NOTES

1. Recitations *one hour* in length.

2. No one will be admitted to the "Normal Course" or the "Academic Course" who has not completed "Secondary Course B, or A, or has graduated from a *first class* four-year high school, or has done the equivalent in some school or schools of like grade.

3. Subjects marked thus, \*, are compulsory.

4. The minimum amount of work any student who wants college credit, year for year, for work done in the Junior and Senior Normal Course, or the Junior and Senior Academic Course, is permitted to do, is *14 hours* per week; the maximum *17 hours* per week.

5. The word "Language" as used in *Secondary Course B*, includes Latin, Greek, French, and German, and is used twice under the Sophomore, Junior, and Senior Secondary, to indicate that a student may elect two languages other than English in those years in case he is permitted to carry five subjects. If he carry but *four* subjects he can have but one of those languages at one time.

In the Junior and Senior *Normal* years Spanish is included among the "language electives". In these two years two languages may be carried if the class officer and the president approve. This should be done only in case the student wish to make a specialty of languages in his teaching.

6. To complete Secondary Course A or B one must do *16 units* of work (2880 hours of class work or its equivalent).

7. Nine months of work on *one subject*, or  $4\frac{1}{2}$  months work *each* on *two subjects*, is equal to a *unit*.

8. To complete the Normal Course one must do not less than seven units, not fewer than four of which must be professional subjects.

9. Ethics, Psychology, 1 and 2; History of Education, School Administration, Philosophy of Education, Special Methods, Methods and Observation, Pedagogy, Teaching, and Art, 3; will be classed as *professional subjects*.

10. The work in "Methods and Observation" will be divided into two sections:

(1). "Methods and Observation" in rural school work.

(2). "Methods and Observation" in town and city school work.

In order to make the work in division No. 1 practical it is proposed to make arrangements with the Board of Education of Guyandotte District, Cabell County, to divide responsibility, financial, professional and executive, with them in the development of a *model rural school*.

11. The above courses of study are arranged as they stand simply for convenience. By such arrangement it must not be understood that

the various subjects named will be taught only during the semester under which they are placed; on the contrary all such subjects as the following may be had whenever there is sufficient call for them:

English 1, 2, 3, 4, 5, and 6; Latin 1, 2, 3, 4, 5, and 6; History 1, 2, 3, 4, 5, and 6; Algebra 1, 2, and 3; Plane Geometry 1, and 2, and Solid Geometry; General Biology, Botany, Agriculture 1, Physiography 1, Geology 1, Geography of Commerce, Astronomy, and Zoology; Greek 1 and 2; German 1 and 2; French 1 and 2; Art 1, 2, and 3; and, as soon as possible, Physics, 1 and 2; Chemistry 1 and 2, Trigonometry, and as many others as possible. Geometry will be given one semester earlier than scheduled to those who have had sufficient work in drawing to permit it.

12. Students will not be permitted to elect the optional subjects *at will*. All elections of non-compulsory subjects must be with the permission of the class officers and with the approval of the president. See the various "Groups of Studies" a few pages further along in this book.

13. All "Teachers' Review Work," except such as is done in the regular classes of the courses will be done during the "Easter Semester," April 1 to June 10.

14. *What about carrying more than "four subjects" at one time*, will be the question in many minds as they study the courses with graduation in view. To this we answer:

(1). In the Secondary Courses that will depend almost wholly upon the age, health, and mental ability of the student; but in *no case* will it be permitted except with the combined approval of both the class officer and the president.

(2). Under *no* circumstances will a student be permitted to carry *five full subjects* at one time in either the "Normal Course" or the "Academic Course", hence not worth while to ask permission.

(3). Except with the approval of the president *no* student will be permitted to carry *fewer than three full subjects* at any time.

(4). Those taking the Teachers' Review Work may carry as many review subjects as they have time for.

15. Either of the Secondary Courses may lead to the "Normal Course"; that is, those completing either course may enter the Normal Course, provided they comply with the requirements named under *Note*

16. (Next note.)

16. Before any one can enter the "Normal Course" he must have had the following as a part of the 16 *secondary* units leading to that course:

\* (1). English, 4 units.

(2). Algebra,  $1\frac{1}{2}$  units.

(3). Geometry,  $1\frac{1}{2}$  units.

|| (4). History, 2 units.

\*\* (5). Science, 2 units.



(6). Language, 2 units.

(7). Art, 1 unit.

\*One of the 4 units of English may be done in the "Normal Course" if the English teaching force in the secondary course find it impossible to do it sooner.

\*\*One of the two units of science must be done in *one subject*; that is, a full year's work in *one science*.

||If the student elect "economics" as a part of his two units in history this will be done in the "Normal Course".

In case the *fourth* unit of English or a half unit of history be done in the Normal Course the student must make up the rest of his 16 units of secondary work from other subjects, as he will not be granted *normal standing* till he has completed 16 units of secondary work.

17. One-half a unit of work done in the Department of Expression will be accepted as a part of the 16 units of secondary work, provided it be done under the combined supervision of the head of that department and the head of the English Department.

18. It has been decided to do all regular grammar work leading to the more advanced work in English, in the sub-freshman year (the upper division, or ninth grade, of the work in the Model School), thus making it possible to do the secondary work in English required by the Dean of the School of Arts at our State University in the *first three years* of the secondary courses.

19. The subject "Teaching" appears in both the *fall* and the *spring* semester Normal Course. This does not mean that a full year is spent in teaching; there is not room in the Model School to accommodate all Normal Seniors with teaching opportunity in one semester, hence, part of the class will teach during the fall semester and part during the spring semester.

20. No credit will be given on any language for a shorter period than one full year's work. After one full year has been spent on a language credit will be given for all work done in it thereafter whether half a year or a quarter of a year.

21. It is expected that all students spend two years on the study of Latin before entering the Normal Course. Special arrangements will be made, however, for those who come here with two years, or even one year's credit in some other language.

22. "History 1" is Oriental and Greek History. "History 2" is Roman History. "History 3" is "Mediaeval History." "History 4" is Modern History. "History 5" is English History. "History 6" is American History and Civics, and includes a careful study of West Virginia institutions, educational, penal, charitable, reform, etc. A "Current Events" class will parallel the work in "History 6". "History 7" will vary from year to year. "History 8" is Hebrew History.

23. "Manual Arts" would perhaps, be an apter term to use in the courses than "Art", but the work includes both. "Art 4, 5, and 6" are added to the courses to give opportunity for those who wish to teach the subject to somewhat thoroughly equip themselves. "Mechanical Drawing" will be included in the course; also Architecture and the History of Art. Art 6 includes Methods of Teaching Art.

24. "Trigonometry" will include both plane and spherical trigonometry.

25. What "Mathematics 8 and 9" are will depend upon the wishes of the different classes that elect one or both these subjects.

26. "Hygiene" will include, in addition to a careful study of the "Care and Culture of the Body", Home and School Sanitation, City and State systems for protecting and preserving the health of the people, also the efforts and progress of the different nations in matters of Health Protection, Health Culture, and Longevity.

27. "Biology 4" may be Botany 2, Zoology 2, Advanced Physiology, or Entomology.

28. Physiography 2 will be varied according to the needs of those taking different courses.

# COURSES OF STUDY BY GROUPS

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## ENGLISH A

SUBJECTS	UNITS
English . . . . .	6
Latin . . . . .	3
Modern Language . . . . .	1
Science . . . . .	2½
History . . . . .	3
Art . . . . .	1½
Mathematics . . . . .	3
Professional . . . . .	3

## ENGLISH B

SUBJECTS	UNITS
English . . . . .	5
Latin . . . . .	2
Science . . . . .	3½
*History . . . . .	4
Art . . . . .	1½
Mathematics . . . . .	3
Professional . . . . .	4

\*Economics is included in History.

“History” may be made the “Major” in this group, in which case *four units* of History will be required in the A group and *five units* of English.

## LATIN A

Latin . . . . .	5
English . . . . .	3½
Greek . . . . .	4
Science . . . . .	2
History . . . . .	2
Art . . . . .	½
Mathematics . . . . .	3
Professional . . . . .	3

## LATIN B

Latin . . . . .	4
English . . . . .	3
Greek . . . . .	4
Science . . . . .	2
History . . . . .	2
*Art . . . . .	1
Mathematics . . . . .	3
Professional . . . . .	4

\*Art 3 in this group is included in the “Professional” work.

## MODERN LANGUAGE A

*French . . . . .	4
English . . . . .	3½
Latin . . . . .	2
*German . . . . .	2
Science . . . . .	2½
History . . . . .	2½
Art . . . . .	½
Mathematics . . . . .	3
Professional . . . . .	3

## MODERN LANGUAGE B

*French . . . . .	3
English . . . . .	3½
Latin . . . . .	2
*German . . . . .	2
Science . . . . .	2½
History . . . . .	2
**Art . . . . .	1
Mathematics . . . . .	3
Professional . . . . .	4

\*German may be taken as a “major” and French as a “minor” in either group.

\*\*Art 3 is included in the “Professional” work.

## ART A

Art . . . . .	3½
English . . . . .	4
Latin . . . . .	2
Modern Language . . . . .	2
Science . . . . .	3
History . . . . .	3
Mathematics . . . . .	3
*Professional . . . . .	2½

## ART B

Art . . . . .	3½
English . . . . .	4
Latin . . . . .	2
Modern Language . . . . .	2
Science . . . . .	3
History . . . . .	2½
Mathematics . . . . .	3
*Professional . . . . .	3

\*All the Art is regarded as "professional" in this group.

## MATHEMATICS A

Mathematics . . . . .	4
English . . . . .	4
Latin . . . . .	2
French . . . . .	1
German . . . . .	2
Science . . . . .	4
History . . . . .	2
Art . . . . .	1
Professional . . . . .	3

## MATHEMATICS B

Mathematics . . . . .	3½
English . . . . .	3½
Latin . . . . .	2
French . . . . .	2
German . . . . .	2
Science . . . . .	3
History . . . . .	2
Art . . . . .	1
Professional . . . . .	4

## NATURAL SCIENCE A

Science . . . . .	5½
English . . . . .	4
Ancient Language . . . . .	2
Modern Language . . . . .	2
History . . . . .	2½
Art . . . . .	1
Mathematics . . . . .	3
Professional . . . . .	3

## NATURAL SCIENCE B

Science . . . . .	5½
English . . . . .	3½
Ancient Language . . . . .	2
Modern Language . . . . .	2
History . . . . .	2
*Art . . . . .	1
Mathematics . . . . .	3
Professional . . . . .	4

\*Art 3 is included in the professional work here.

1. If Physics is made the *major*, *two units* of it will be required, *one unit* of Chemistry, and *3½ units* of Mathematics.

2. If Chemistry is made the *major*, *two units* of it will be required, *one unit* of Physics, and no additional mathematics.

3. If Geography and Geology are made the *major* *2½ units* of these will be required, *one unit* in Chemistry, and not less than *1½ units* in Biology.

4. If Biology is made the *major*, *three units* of this will be required and at least *one unit* in Chemistry.

## NOTES

1. Art 3, Ethics, Psychology 1 and 2, History of Education, Philosophy of Education, School Administration, Teaching, Methods and Observation, Special Methods, and Pedagogy are, for convenience of reference, classed as "professional subjects" in the foregoing groups.

2. Where the word "education" is used in the groups it is construed in its narrower sense to include only History of Education, Philosophy of Education, Pedagogy, Methods and Observation, Special Methods, Teaching, and School Administration.

3. "Natural Science", as understood above includes General Biology, Biology 4, Botany, Zoology, Physics, Chemistry, Agriculture, Physiography, Geology, Commercial Geography, Hygiene, Domestic Science, Astronomy, and Sociology.

4. "History" is construed to include Economics unless the latter be written in a group separate from the word "History".

5. In the "Art Group" all the Art is reckoned as "professional" work since this course is intended for those who expect to make a profession of teaching art.

6. In most of the groups the terms "science", "history", "mathematics", "professional", "art", "ancient language", and "modern language" are used for the sake of brevity. The specific work under these various headings can be elected by the student only with the approval of the class officers, who arrange the details governing these elections, with the co-operation of the president and the head of the department under which the elections are made; that is to say: If, for example, a student elects "English B" as his course his  $3\frac{1}{2}$  "science" units in that course must not be elected at random, but with the view of making his course a consistent and well balanced one, such as will best meet the average demands made upon a teacher who has made English his chief work in a normal course. And so with the four "history" units, the three "mathematics" units, etc., in that group. The student's wishes will be respected, and granted as far as seems best for him.

7. The course in English (not the group) has been so arranged that *four years'* of secondary work in that subject will have been done at the end of the Junior secondary year, the *first* year of it in the Sub-Freshman secondary.



## SUB "FRESHMAN SECONDARY" WORK

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Owing to the fact that the average age of the students who enter the "freshman secondary" work here is quite a bit above that of the average age of "first year high school" students, the work of the "freshman secondary" year is placed upon a 60-minute recitation basis and about 25 per cent. more work is required of the freshman class than is required of freshman high school students. This makes something of a gap between the eighth grade of the Model School and of the public school course and the "freshman secondary" year here, thus calling for a "ninth grade", or "sub-freshman" year to bridge the gap.

Moreover, a goodly number of young men and women come to us who, because of limited school facilities at home, are not ready to drop the public school subjects, at least not all of them, and yet they need a kind of review of the eighth grade work or of the last part of it rather than the regular eighth grade work.

Finally, quite a number of teachers and prospective teachers enter at the opening of the fall and spring semesters who need and want just the kind of work this "sub-freshman" year offers.

Accordingly, this additional year of work has been organized for the session of 1912-'13, and placed under Miss Emma R. Parker, former supervisor of the seventh and eighth grades of the Model School. This work is at once a part of the Model School course and a preparatory year for "freshman secondary" work.

Among the subjects reviewed and enlarged upon above the eighth grade, are:

- |                     |                           |
|---------------------|---------------------------|
| 1. Reading.         | 10. Civil Government.     |
| *2. Spelling.       | 11. Elementary Latin.     |
| 3. Physiology.      | 12. Elementary Algebra.   |
| 4. Geography.       | *13. English Classics.    |
| *5. Penmanship.     | *14. English Grammar.     |
| 6. Bookkeeping.     | *15. English Composition. |
| 7. State History.   | *16. Mental Arithmetic.   |
| *8. U. S. History.  | *17. Written Arithmetic.  |
| 9. General History. | 18. State Institutions.   |

Quite naturally not all these subjects will be offered at once, unless taught by more than one teacher, but will vary according to demands. Those marked thus, \*, will be offered at the opening of each semester.

## TEACHERS' REVIEW WORK

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Arithmetic, Written.....	Any good book.....	10 weeks
Arithmetic, Mental.....	Brooks .....	10 weeks
Bookkeeping .....	Budget System.....	10 weeks
Civil Government .....	Any good book.....	10 weeks
Geography, Political.....	Any good book.....	10 weeks
Geography, Physical.....	Tarr .....	10 weeks
Grammar .....	Reed & Kellogg's Higher Lessons.....	10 weeks
History, United States.....	Any good book.....	10 weeks
History, General.....	Any good book.....	10 weeks
Drawing .....	No text required.....	10 weeks
Orthography .....		10 weeks
Penmanship .....		10 weeks
Physiology .....	Any good book.....	10 weeks
Theory & Art of Teaching....	White .....	10 weeks
Primary Plans, Methods, etc.....		10 weeks
Observing the work in the Model School.....		10 weeks

This work, as stated on another page, will hereafter become an integral part of the work of this school. It will not, however, be permitted to degenerate into a cramming department or a place where teachers and prospective teachers are herded together, mob-like, for the purpose of mere "question-and-answer" work, "getting answers" to problems, and other surface, farcical, and skimmed-milk methods of getting ready for examinations without reference, primarily, to the educational values of these reviews. The underlying principles of the subjects taught, methods of teaching them, and the educational value of each subject will constitute the body of the work. The best apparatus, maps, and reference books in the school will be at the disposal of these review classes to re-inforce the work of the teacher and enlarge the view of the students. Reviews done under these conditions, and by experienced teachers, will take this work out of the "cramming rut" and put it where it belongs—in the category of serious, solid class work done in a manner consistent with sound, pedagogical principles.

This "review work" will be organized at the opening of the Easter semi-semester, April 1, and will continue to the June commencement—the Tuesday nearest the tenth of June.

## THE WORK OF THE COURSES OUTLINED

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The work of the school is organized under fifteen heads, known as departments. These are:

- |                            |                            |
|----------------------------|----------------------------|
| 1. Art.                    | 8. English.                |
| 2. Music.                  | 9. History.                |
| 3. Latin.                  | 10. Education.             |
| 4. Greek.                  | 11. Expression.            |
| 5. French.                 | 12. Psychology.            |
| 6. German.                 | 13. Mathematics.           |
| 7. Biology.                | 14. Physics and Chemistry. |
| 15. Geography and Geology. |                            |

In the outline which follows reference to consecutive semesters of work in the same subject is facilitated by the use of Arabic numerals following the subject; thus, Latin 1, Latin 2, Latin 3, and so on, means *first semester* of Latin, *second semester* of Latin, etc., and so with other subjects as far as can be done without confusion.

Department No. 12 will not be organized till the latter part of the session of 1912-'13.

### ENGLISH

ENGLISH I: COMPOSITION AND RHETORIC. The courses in Composition and Rhetoric are planned to develop the habit of using good English. Masterpieces are used as models, and attention is given to sentence structure and to the application of the principles of expression as discovered in correct and effective oral speech and in literature. The class work consists very largely of short written exercises in paragraph building. These exercises are directed along definite lines, under the immediate supervision of an instructor, looking to the development of the power of clear and easy expression of whatever in the ordinary activities of life the student may have occasion to express. English I deals mainly with narration. Text books: Kavana and Beatty's *Composition and Rhetoric*, and Blanton's *Review Outline and Exercises in English Grammar*. Literature: Sims's *The Lights of London Town*; Kingsley's *The Three Fishers*; Longfellow's *Excelsior*; Southey's *The Battle of Blenheim*; Whittier's *Among the Hills*; Wordsworth's *We Are Seven*; Ruskin's *The King of the Golden River*; Hawthorne's *The Great Stone Face*; Lowell's *An Indian Summer Reverie*; Macaulay's *Horatius at the Bridge*; Longfellow's *King Olaf's Return (The Saga of King Olaf)*, and *The Belfry of*

*Bruges*; Hawthorne's *The Great Carbuncle*, and Roger Malvin's *Burial*; Franklin's *Autobiography*\*; Irving's *Sketch Book*\*.

ENGLISH II: COMPOSITION AND RHETORIC. See English I. English II deals with description, and the short story containing description. Text books: Kavana and Beatty's *Composition and Rhetoric*, and Woolley's *Handbook of Composition*. Literature: Selections; Hawthorne's *The Sister Years*; Browning's *The Pied Piper of Hamelin*; Shakespeare's *Julius Caesar*\*; Selections from Plutarch's *Lives*; Coleridge's *Rime of the Ancient Mariner*\*; George Elliot's *Silas Marner*\*.

ENGLISH III: COMPOSITION AND RHETORIC. See English I. English III deals with Exposition and with Narration, Description, and Exposition combined. Text books: Kavana and Beatty's *Composition and Rhetoric*, and Woolley's *Handbook of Composition*. Literature: Scott's *Ivanhoe*\*; Hawthorne's *Old Ticonderoga*, *The Old Manse*, *The Old Apple Dealer*, *House of the Seven Gables*\*; Burroughs's *A Taste of Maine Birch*; Macaulay's *Life of Johnson*\*; Bryant's *Robert of Lincoln*, *The Wind and the Stream*, *To a Fringed Gentian*, *To a Waterfowl*.

ENGLISH IV: COMPOSITION AND RHETORIC. See English I. English IV deals with Argumentation, and with Narration, Description, Exposition, Argumentation, and Persuasion combined. Text books: Kavana and Beatty's *Composition and Rhetoric*, and Thomas's *Manual of Debate*. Literature: Burke's *Speech on Conciliation with America*\*; Shakespeare's *Merchant of Venice*\*; Macaulay's *Essay on Lord Clive*\*, and *Warren Hastings*\*.

ENGLISH V: AMERICAN LITERATURE. This course is a study of the beginnings and early growth of literary activity in America, with a brief consideration of the early developments under the new environment, followed by a more careful study of Irving, Cooper, Bryant, Poe, Hawthorne, Stowe, Emerson and Thoreau. Lectures and oral discussions four hours a week; composition exercises, chiefly the writing of well constructed paragraphs on topics taken from the literature under consideration, one hour a week. The composition exercises are intended to test the student's familiarity with important topics and to develop skill in clear and effective expression. Texts: Newcomer's *American Literature*, and English Classics.

ENGLISH VI: AMERICAN AND ENGLISH LITERATURE. A study of the period of National Life and Culture, including oratory, and history and criticism, Longfellow, Whittier, Lowell, Holmes, Whitman, and later writers. The last two months of this semester's work are given to an introduction to the study of English Literature, beginning with Wyatt and Surrey and leading up to Shakespeare. Lectures and composition exercises as in English V. Texts: Newcomer's *American Literature*, references, and English Classics.

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\*College entrance requirements.

ENGLISH VII: ENGLISH LITERATURE. *Fall Semester.* Shakespeare, ten weeks; Milton; Dryden's *Satires*, or *Palamon and Arcite*; Pope's *Essay on Man*, or *Rape of the Lock*; Collins; Gray's *Elegy*; Goldsmith's *She Stoops to Conquer*.

ENGLISH VIII: ENGLISH LITERATURE. *Spring Semester.* Rise of the "romance" element in literature; Thompson; Cowper's *The Task*, Book IV; Nineteenth Century English Poetry.

ENGLISH IX: ENGLISH LITERATURE. *Fall Semester.* Wordsworth and Tennyson.

ENGLISH X: ENGLISH LITERATURE. *Spring Semester.* Milton and his times; the Caroline poets; the development of prose.

ENGLISH XI: ENGLISH LITERATURE. *Fall Semester.* Shelley; Keats; Byron; Swinburne.

ENGLISH XII: ENGLISH LITERATURE. *Spring Semester.* Browning.

## LATIN

LATIN I. Bennett's *First Year Latin*, lessons I-XXXV.

LATIN II. Bennett's *First Year Latin*, lessons XXXVI to the end, including Caesar's *Gallic War*, Book II.

LATIN III. Caesar (Harkness and Forbes edition), Books I and III; Prose Composition, 15 lessons, Bennett's *Preparatory Latin Writer*. Bennett's *Latin Grammar* recommended.

LATIN IV. Caesar (Harkness and Forbes), Book IV; Cicero's *Orations Against Catiline*, I-III; Prose Composition as in Latin III. Bennett's *Latin Grammar* recommended.

LATIN V. Cicero's *Orations Against Catiline*, IV; *The Manilian Law*, and *Archias*; Vergil's *Aeneid*, Books I and II; Prose Composition, 15 lessons, Bennett's *Latin Composition*. Texts: Cicero and Vergil, Bennett's edition; *Latin Grammar*, Bennett's, recommended.

LATIN VI. Vergil's *Aeneid*, Books III-VI; Prose Composition as in Latin V.

LATIN VII. Horace.

LATIN VIII. Livy and Tacitus.

LATIN IX. Juvenal.

LATIN X. Plautus and Terence.

LATIN XI. Lucretius.

LATIN XII. Ovid and the Elegy.

## GREEK

The work in Greek covers four years, five hours a week, of four units.

GREEK I. First Greek book, first 56 lessons. Text: White.

GREEK II. First Greek book completed; Xenophon's *Anabasis*, Book I, first five chapters; Prose Composition, 10 lessons. Texts: Ana-



basis, Harper and Wallace; Prose Composition, Gleason; Grammar, Hadley-Allen.

GREEK III. Anabasis, Book I completed, Books II and III; Prose Composition, 15 lessons. Texts: Anabasis, Harper and Wallace; Prose Composition, Gleason; Grammar, Hadley-Allen.

GREEK IV. Anabasis, Book IV; Homer's *Iliad*, Books I-III (Catalogue of ships omitted), with selections from Book VI; Prose Composition, 15 lessons. Texts: Anabasis, Harper and Wallace; *Iliad*, Seymour; Prose Composition, Gleason; Grammar, Hadley-Allen.

GREEK V. Lysias, four orations; Prose Composition, 15 lessons.

GREEK VI. Selections from Demosthenes, Herodotus, and Thucydides; Prose Composition, 15 lessons.

GREEK VII. Plato, *Apology* and *Crito*.

GREEK VIII. Tragedy—Aeschylus, Sophocles, or Euripides.

Courses I and II involve thorough drill in pronunciation, accent, inflection, vocabulary, and syntax. In course II connected translation is begun. The principal parts of 90 irregular verbs are memorized.

In course III an effort is made to acquire a good working knowledge of Attic form and syntax; in course IV particular attention is given to the Homeric dialect and idiom, and to figures, scansion, and mythology.

Beginning with course II, sight reading in the New Testament is done once a week. Text: Westcott and Hort.

In the work of the second, third, and fourth years a constant effort is made to lead the student to comprehend and to estimate correctly the literary, historical, and ethical merits of the masterpieces he studies; to teach him to regard them as vehicles of thought, and as a stimulus to clear thinking; and to enable him to understand their relation to modern problems and conditions.

## GERMAN

GERMAN I. Elements of German—Becher-Rhoades—first 120 pages; Kern's *German Stories Retold*; daily exercises in phonetics, based on Klinghardt's and Victor's methods.

GERMAN II. Elements of German—Becher-Rhoades—completed; *Im Vaterland*; memorizing of poetry and proverbs.

GERMAN III. *Immensee*; *Germelshausen*; *Der Lindenbaum*; *Pole Popenspaeler*; Composition based on the first three books.

GERMAN IV. Holly's *German Epics*; *Wilhelm Tell*; Idioms; Lyrics and Ballads.

GERMAN V. Lessing's *Minna von Barnhelm*; Goeth's *Herman und Dorothea*; German Composition, Pope; Idioms.

GERMAN VI. Schiller's *Wallenstein's Tod*; Fontane's *Vor dem Sturm*; Otto Ernst's *Ueberwunden*; Lyrics and Ballads; Original Composition.

GERMAN VII AND VIII. Lessing's *Nathan der Weise*; Freytag's *Ingo*; Correspondence; History of German Literature. Parallel reading: Scherer's *Geschichte der deutschen Litteratur*; Heineman on Goethe; Wychgram on Schiller; Robert Koenig's *Deutsche Litteratur Geschichte*.

In the first and second years 100 to 150 pages of sight reading is done. Technical or Commercial German will be given when demanded.

## FRENCH

It is considered of the highest importance that each student become proficient in speaking French fluently and with a correct accent. To this end practice in conversation begins with the first lesson and continues throughout the course. Plays are learned and produced whenever practicable.

FRENCH I. Aldrich and Foster's *Elementary French*, first twenty-eight lessons. Regular Conjugations, Pronouns. Reading: Daudet, *Contes Choisis*.

FRENCH II. Aldrich and Foster's *Elementary French*, completed and reviewed. Irregular Verbs, Subjunctive. Reading: Bruno, *Le Tour de la France* (selections); Claretie, *Pierrille*; selected poems to be memorized. Composition: Originals based on word lists and study of French geography.

FRENCH III. Grammar: Fraser and Squair. The Verb. Subjunctives and Infinitives. Reading: Dumas, *La Tulipe Noire*; Labiche, *Le Voyage de M. Perrichon*; selected short stories. Composition: Koren's *French Composition*, Parts II and IV; originals.

FRENCH IV. Grammar: Fraser and Squair. Pronouns. Idioms. Reading: Daudet, *Tartarin de Tarascon*; Sand, *La Petite Fadette*; Augier, *Le Gendre de M. Poirier*; Canfield, *French Lyrics* (selections). Composition: Koren's *French Composition*, Part I.

FRENCH V. (Note:—The ability to understand ordinary French is necessary for entrance to this and the following courses.) Grammar and Composition: Vreeland and Koren's *Syntax and Composition*. Idioms. Original composition. Reading: Loti, *Pecheurd' Islande*; Balzac, *Contes*; Rostand, *La Princesse Lointaine*; L' *Illustration* or *Je Sais Tout*. Conversation: Discussions and reports.

FRENCH VI. Grammar: Final review. Reading: Michelet, *Histoire de France*, or Taine, *Origines de la France contemporaine*; Racine, *Andromaque*; Moliere, *Les Femmes Savantes*; Hugo *Hernani*. Lectures on French history, with reports. Outside reading from Montaigne, Corneille, Voltaire, Hugo, etc.

FRENCH VII. An outline of French literature, comprising a study of the following authors: Marot, Ronsard, La Rochefoucauld, Bossuet, Corneille, Racine, Moliere, Voltaire, Rousseau, Beaumarchais. Lectures and reports. Current events. Everyday French.

FRENCH VIII. French literature of the nineteenth century, with a study of the following authors: Hugo, de Musset, Sand, Dumas, Balzac, Zola, Daudet, France, Loti, Renan, Taine, Faguet, Dumas fils, Augier, Scribe, Sardou, Rostand. Lectures and reports. Current events. Editorials.

## SPANISH

The course in Spanish will cover two years and will include the work usually required during the first two years study of this language.

This language is offered as a part of the French course, that is, under the department of French, and is offered for the benefit of those teachers who wish to teach in our Spanish possessions.

## HISTORY

The work in history covers four and one-half years, including economics.

HISTORY I. This includes a brief outline of Hebrew History, just enough to show its relation to the regular history work of this semester, and the dependence of this course upon Hebrew History. The regular work of this course includes Oriental and Greek History.

HISTORY II. This course is confined to Roman History.

HISTORY III. Mediaeval History.

HISTORY IV. Modern History.

HISTORY V. English History.

HISTORY VI. American History and Civics. This course will include a general review of the essentials of American History, chief periods, events, wars, etc., etc., but the purpose of the course is rather to give the student an intelligent grasp of the political, social, and intellectual development of the Americas, especially of our own country. It is rather a course in the historical development of the Americas than a mere study of events, hence no student must suppose for a moment that because he has had a course in the history of the United States and has read a dozen or two of texts on that subject, he may be excused from this course. It is compulsory and nothing short of a credit on this subject, made in a high grade, degree-giving college or university, will be accepted in lieu of it, neither will a special examination be offered in it. Even those who have done the work of this course in college will be required to take that part dealing with our "state institutions" and with "current events", also the "civics".

HISTORY VII. This course will vary from year to year, but if given within the session of 1912-'13, it will be a course in French history.

HISTORY VIII. This will be a course in Hebrew History from its earliest development to the present time, and will include a brief outline of Bible History.

**ECONOMICS.** This course is given as a part of the history course and is made a special feature of that course.

## MATHEMATICS

**MATHEMATICS I. ALGEBRA I.** The four fundamental operations, special cases of multiplication, factoring, fractions, simple equations. Milne's *Standard Algebra*, to page 176.

**MATHEMATICS II: ALGEBRA II.** Equations of the first degree containing two and three unknown quantities, graphic solutions—involution, evolution, fractional and negative exponents, radicals, quadratic equations, graphic solutions. Milne's *Standard Algebra*, pages 176-338.

**MATHEMATICS III: GEOMETRY I (PLANE GEOMETRY).** Demonstrations of theorems, constructions and demonstrations of problems (lines triangles, quadrilaterals, polygons, circles). Milne's *Geometry*, Books I-III.

**MATHEMATICS IV: GEOMETRY II (PLANE GEOMETRY).** Demonstrations of theorems, constructions and demonstrations of problems including length of lines and areas of triangles, parallelograms, trapezoids, regular polygons and circles. Milne's *Geometry*, Books IV-VI.

**MATHEMATICS V: GEOMETRY III (SOLID GEOMETRY).** Demonstrations of theorems and problems including planes, dihedral and polyhedral angles, prisms, pyramids, similar and regular polyhedrons, cylinders, cones and spheres. Milne's *Geometry*, Books VII-X.

**MATHEMATICS VI: ALGEBRA III.** General review, properties of quadratic equations, ratio and proportion, inequalities, variables, binomial theorem, logarithms, permutation and combinations. Milne's *Standard Algebra*, page 338 to the end.

**MATHEMATICS VII: TRIGONOMETRY.** Definitions of trigonometric functions, functions of 0, 30, 45, 60, 90, etc., degrees, formulas for the sine, cosine, tangent and cotangent of the sum and difference of two angles, for twice an angle and half an angle, antitrigonometric functions, and use of tables, the solution of right and oblique triangles, formulas for right and oblique spherical triangles, Napier's rules, geographical and astronomical problems.

**MATHEMATICS VIII: ANALYTIC GEOMETRY.** Plane Analytic Geometry, co-ordinates, loci of equations, the straight line, parallels and perpendiculars—the circle, parabola, ellipse and hyperbola, tangents and normals, poles and polars.

**MATHEMATICS IX:** This course is an elective one.

## PHYSICS

The course in introductory Physics consists of recitations accompanied by laboratory work throughout the year. The recitations are supplemented by lectures, exercises based on the class work, and stereopticon



views. Each student is required to complete at least thirty-two experiments of a quantitative nature, and to keep a neat and accurate record of the same. In addition to giving the student some knowledge of the phenomena and laws of nature, this course is designed to train him to use scientific methods, to observe accurately, to record observations accurately and neatly, and to draw inferences from the data obtained.

**PHYSICS I. Fall Semester.** (a). Recitation course, three hours a week—*open to all students who have had Geometry II*—measurements, mechanics of solids, liquids and gases, and heat. Text in use during the past year: Gorton's *High School Physics*. (b). A laboratory course to accompany course (a), four hours a week. Text: Millikan and Gale's *Laboratory Manual*. Laboratory fee, \$1.50.

**PHYSICS II. Spring Semester.** (a). A continuation of course I (a)—same hours,—magnetism, electricity, sound and light. (b). Laboratory course, a continuation of course I (b). Fee, \$1.50.

**PHYSICS III. Fall Semester.** General Physics, a course of lectures and recitations. *Physics II or its equivalent, and Trigonometry are prerequisites of this course.* Particular emphasis is given to theoretical and mathematical physics.

**PHYSICS IV. Spring Semester.** A course in experimental work in mechanics, heat, sound, light, and electricity. Physics III a prerequisite. Laboratory fee and hours to be arranged.

## CHEMISTRY

The course in introductory Chemistry runs throughout the year, three hours of recitation and lecture work accompanied by four hours of laboratory work each week. The course is planned to fulfill college entrance requirements and prepare for work in analysis. Each student is required to keep a careful record of all experimental work. The industrial processes are emphasized as far as possible and are illustrated by lantern slides.

**CHEMISTRY I. Fall Semester.** (a). Recitation course three hours a week,—*Algebra III a prerequisite*,—elements, chemical action, valence, equations and calculations, acids, bases and salts, nitrogen and its compounds, sulphur and its compounds, and the halogen group. The text in use during the past year: McPherson and Henderson's *Elementary Study of Chemistry*. (b). Laboratory course to accompany course (a), four hours a week. Fee, \$3.00. Manual: McPherson and Henderson's *Exercises in Chemistry*.

**CHEMISTRY II. Spring Semester.** (a). Recitation course, a continuation of Chemistry I (a)—completion of the study of acid-forming elements, the metals, metallurgy, simple organic compounds. (b). Laboratory course, a continuation of Chemistry I (b), includes the separation



and detection of the metals in Groups I and II, and the detection of the more common acids. Fee, \$3.00.

CHEMISTRY III. *Fall Semester.* (a). General Inorganic Chemistry. Lecture and recitation course. *Chemistry II or its equivalent a prerequisite.* (b). Qualitative Analysis. Laboratory course to be accompanied by Chemistry III (a). Fee and hours to be arranged.

CHEMISTRY IV. *Spring Semester.* Laboratory course in Quantitative Analysis. Volumetric and gravimetric methods. One hour each week to be devoted to Chemical Arithmetic. Fee and hours to be arranged. This course must be preceded by Chemistry III.

## BIOLOGY

BOTANY. Laboratory four hours per week. Recitations three hours per week. This course aims to impart to the student an insight into the life of plants—dealing with the principal topics in Botany—structure, functions, habits, classification, distribution, adaptations and uses.

The practical work in this course is conducted in small sections under the direct supervision of the head of the department. Each pupil keeps a record of notes and fully labeled drawings made at the time of original observations. The drawings should aim at simplicity, clearness and accuracy. Each student is expected to gain some facility in determining the names of plants by the use of manuals. Constant practice is given in dissection by the use of the simple and the compound microscope.

The plants cultivated in the three window gardens of the laboratory afford ample material for demonstration. A herbarium is being added to this equipment. The topics for laboratory study are as follows: The seed, the seedling, the root, the stem, buds, the leaf, the flower, and the fruit.

These exercises are supplemented by field excursions.

Texts: "Bergen and Davis' Principles of Botany"; "Gray's New Manual of Botany, seventh edition"; "Vinal's Laboratory Guide".

ZOOLOGY. Laboratory, four hours per week. Recitation, three hours per week. This course is designed to give the student a knowledge of the general principles of Zoology and to offer a foundation for physiology. It includes a discussion of animals as regards their habits, parts, (structure and function), development and adaptations to environment. Occasional lectures are given on the most recent papers related to Zoology.

The laboratory exercises consist of a study of material which illustrates the principles taught in the class room. Representatives of each group of animals are studied and drawn. It is proposed to dissect the following animals: Locust, Clam, Worm, Fish, Frog, and Pigeon.

Each student is assigned dissecting instruments and a locker in a large, well lighted laboratory on the first floor. Students in the laboratory also enjoy the advantage of seeing live specimens close at hand, as well as

extensive museum collections. Special emphasis is placed on insects and why they are useful or injurious. There are over a hundred specimens of insects mounted for class work. The library adds to this rich equipment a complete set of standard reference books. Text: "Linville and Kelly."

**AGRICULTURE.** Since agriculture is based on so many sciences it is desirable that it follow Geology, Chemistry, Botany and Zoology. Subjects are selected which concern the plants and animals that are used on the farm. The following topics are considered: Soil, Tillage, Drainage, Irrigation, Fertilizers, Nitrogen Problem, Rotation of Crops, Economic Plants, Plant Food, Plant Breeding, School Gardens, Variations, Heredity and Principles of Animal Breeding.

The study of government bulletins is an important feature of the course. Many reference books have been added to the library.

It is proposed to make a museum collection to illustrate common plant diseases. A large collection of the injurious insects of the state is at the disposal of the students.

Field lessons on soil, crops, grazing, etc., are an important element of the course. Text: "Warren's Elements of Agriculture."

**FORESTRY.** (*To be taken with Agriculture*), This course will comprise the study of the trees and shrubs of this region with special reference to the woodlot. The identification of trees by external features will receive considerable attention. It is proposed to have all the species of trees in West Virginia represented on the campus. The following topics will be considered: The characteristics of forests, the forest regions of the United States, trees important in forestry, care of the woodlot, methods of reproducing forests, including pruning and grafting; tree planting, and forest laws of the United States and West Virginia.

In the field work of this course, excursions will be made to tracts of forests in the neighborhood of Huntington. Each student will be given practice in the description of the following: Woodlots, local species of trees, reproduction cuttings, thinnings and other sorts of improvement cuttings.

**PHYSIOLOGY, advanced.** Laboratory one hour per week; recitation four hours per week. This course is designed for advanced students who are particularly interested in physiology and also for those who wish to lay a broad foundation for the teaching of physiology or the subsequent study of human anatomy as medical students.

The laboratory work is planned so that students may work out the results of their own observations. The examination and dissection of the cat is taken up in the laboratory, along with the systematic study for recitation. A part of the laboratory work consists of the study with the microscope of the minute structure of the more important tissues and organs of the body. Each student is assigned a complete set of dissecting instruments, a dissecting pan and a private drawer. Note books are required which contain notes and drawings made in the course of the labora-

tory work. Text: Hough and Sedgwick's, *The Human Mechanism*.

Students are required to take the Sophomore course in drawing, or Manual Arts in preparation for work in science. The following topics are emphasized: Principles of free-hand drawing with pencil, pen, and brush; color, map drawing, structural drawing, modeling, and block diagrams.

## GEOGRAPHY AND GEOLOGY

PHYSIOGRAPHY I. Order of topics: (1) The Earth Relations; (2) The Atmosphere; (3) The Ocean; (4) The Lithosphere. Selected types of land forms will be made a basis for intensive study, developing especially the human phase, commercial and industrial, in relation to the physical. Field work in the vicinity of the school. Laboratory work on topographic maps. Text: Salisbury's *High School Physiography*.

This course is prerequisite for all the courses in the department.

PHYSIOGRAPHY II. This course supplements the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment are much emphasized. In connection with each topic the life side in its practical significance is made clear. Order of topics: (1) Relief Features of the First and Second Orders, Subordinate Topographical Features; (2) Work of the Atmosphere; (3) Work of Ground Water; (4) Work of Running Water; (5) Work of Snow and Ice; (6) Lakes and Shores; (7) Vulcanism; (8) Crustal Movements. A special study of topographic maps is made with a view to the scientific interpretation of land forms and other influences upon the institutional development of a country. Laboratory two hours a week. Text: Salisbury's *Advanced Physiography*.

COMMERCIAL GEOGRAPHY. This course treats of the influence of geographical features on the production and exchange of commodities and of the principles underlying and guiding commercial activities. The course is given in outline form with references. Laboratory work two hours a week in making maps, graphs, etc.

METHODS COURSE. (a) THE TEACHING OF GEOGRAPHY IN THE PRIMARY GRADES. This part of the course is designed to give a preparation for teaching geography in the lower grades of the public schools. It is a study of materials to be presented in the primary grades with reasons for their selection, methods of presentation, subject-matter of special interest to children from six to twelve years of age, the making of courses of study for primary grades. Illustrative lessons are given before the class from time to time by members of the class and by critic teachers in the Model School. (b) THE TEACHING OF GEOGRAPHY IN THE GRAMMAR GRADES. A study of geography for the upper grades—designed for teachers, supervisors, or principals—including an intensive study of Europe or of North America.

**GEOLOGY I.** An introductory course in geology designed to present the general principles and processes of the science, a general survey of physical and historical geology. Field work. Laboratory four hours a week. Text: Blackwelder and Barrow's *Elements of Geology*.

**GEOLOGY II.** A more detailed study of physical and historical geology. Laboratory work on maps and minerals, with special attention to the economic formations in West Virginia. Text: Salisbury's *College Geology* (in one volume).

## ART

**ART I.** Drawing preparatory to courses in Botany, Zoology, Geography, Geology, and Geometry. A study of light, shade, and color.

**ART II.** Object drawing involving convergence and aerial and linear perspective. Color study. Constructive design as applied to all materials appropriate to school needs. Design, applied. Methods of teaching.

**ART III.** Analytical study of plants, trees, and flowers. Theory of color. Theory of design. Still-life and landscape composition in line, light, shade, and color.

**ART IV.** Structural and decorative design worked out in all materials appropriate to school needs. Study of plans for schoolhouses and homes, the beautifying of dooryards, school grounds, and parks.

**ART V.** A study of the development of art by periods. A study of the masters. Illustrated lectures on the great paintings, sculpture, and architecture with a view to bringing out the elements that make for truth and beauty.

**ART VI.** Methods in presenting the school arts to all grades (with demonstrations); consideration of materials, and special consideration of the needs and possibilities of the rural schools.

## EXPRESSION

Expression is the art of the spoken word. Artistic expression is acquired through mental, physical and vocal culture.

There are two methods of training, psychological and technical.

The study of expression is the study of personal culture. It develops concentration, grace and power. "The scope of interpretation includes the development of the whole being that it may be a faultless medium in the expression of the author's thought."

The system of training used in this department is that taught in the Emerson College of Oratory, Boston, Mass.

Students will be given credit for work at Emerson College, to the following extent:

Class lessons: Hour for hour, subject for subject.

Private lessons: Credit for each lesson two hours each.



The course for graduation comprises three years, or nine terms of work. (A term's work is three months.) On the completion of the course, diplomas will be awarded.

## COURSE OF STUDY

### FIRST YEAR

Evolution of Expression (four volumes).  
Voice Culture.  
Drills in Oratory.  
Dramatic Art.  
One private lesson.

### SECOND YEAR

Interpretation.  
Voice Culture.  
Analytical Study of Hamlet.  
Dramatic Art (Early English or Modern play).  
One private lesson.

### THIRD YEAR

Poetic Interpretation.  
Scene Work in Hamlet.  
"As You Like It" or "Macbeth".  
Dramatic Art (Analysis and Impersonation).  
One private lesson (arrangement of a play, or book, for presentation).  
Special work, private lessons, will be given in Reading, Voice, Dramatic Interpretation, and Physical Culture, for those who prefer this to the regular class work.

The "Demosthenian Club" is an organization which meets weekly for practice in extemporaneous debate and oratory under the direction of the head of the Department of Expression. It is composed exclusively of young men. The fee for this work is \$2.25 per semester.

See in PART II, under "Fees" for charges in the regular classes of this department. The rate for private lessons is \$1.00 per hour.

## MUSIC

This department offers instruction in the following subjects:

- |                      |            |
|----------------------|------------|
| 1. Piano.            | 4. Voice.  |
| 2. Harmony.          | 5. Violin. |
| 3. History of Music. |            |

### 1. PIANO

Two courses of study are offered, the one leading to a teacher's certificate at the completion of the work in Class IV, and the other leading



to a diploma at the completion of the work in Class V. A post-graduate course may be added if desired. Strict adherence to a fixed list of studies is not required. The needs of the individual student are considered and the studies varied accordingly, but in each class the studies selected must be worked up to the tempo indicated by the metronome mark.

## COURSE OF STUDY

## PREPARATORY YEAR

Technical Exercises.  
Major Scales.  
Kuhner's School of Etudes.  
Gurlitt's First Lessons.  
Selected Compositions.

## FRESHMAN YEAR

Technical Exercises.  
All Major and Minor Scales.  
Lecouppéy's Studies Op 20.  
Clementi's Sonatinas.  
Selected Compositions.

## SOPHOMORE YEAR

Technical Exercises.  
All Scales in similar and contrary motion.  
Major Scales in tenths, sixths and thirds.  
All Triad Arpeggios.  
St. Heller's Studies, Op 46.  
Bach's Little Preludes and Fugues.  
Sonatas by Hadyn.  
Selected Compositions.

## JUNIOR YEAR

Technical Exercises.  
Major and Minor Scales.  
All Major and Minor Scales in tenths, sixths, and thirds, similar and contrary motion.  
Diminished seventh and Dominant seventh Arpeggios.  
Kullak's Octave Studies.  
Cramer's Studies.  
Clementi's Gradus ad Parnassum.  
Sonatas by Mozart and Beethoven.  
Chopin's Waltzes and Nocturnes.

## SENIOR YEAR

Technical Exercises.  
Major and Minor Scales with tenths, sixths and thirds at tempo of  
M. M.—154, four notes to one beat.

Major and Minor Scales in double thirds.

Similar and contrary motion.

Octave Studies.

All Arpeggios in similar and contrary motion.

Studies by Kessler and Henslet.

Bach's Well Tempered Clavichord.

Sonatas by Beethoven.

Concertos by Mendelssohn, Chopin, Beethoven, Schutte, etc.

Selected Compositions.

#### POST-GRADUATE YEAR

Advanced Technical Exercises.

Scales in Double Sixths.

The Greater Sonatas of Beethoven.

Bach's Chromatic Fantasic and Fugue.

Studies by Chopin and Liszt.

Chopin's Ballads, Scherzos and Polanaises.

Concertos by Schumann, Liszt, Rubenstein, Brahms, etc.

Selected Compositions.

## 2. HARMONY

The course in Harmony covers two years. It may all be taken in the fourth and fifth classes or it may be divided among the third, fourth and fifth.

The work of the first year covers the first 93 pages in Bussler's Elementary Harmony, together with much supplementary work at the piano. Candidates for Teachers' Certificates must complete this first year of the course in Harmony. The work of the last year completes Bussler's text. Original work will be required as also transposition and dictation exercises at the piano. Candidates for diploma must complete the full course in Harmony.

## 3. HISTORY OF MUSIC

Work in the History of Music is begun at the opening of the third year, and is required throughout this year and throughout the Junior and Senior years as a part of the course.

The class in the History of Music recites once per week throughout the Third, Junior and Senior years.

TEXT BOOKS: 1. Fillmore's "*History of Piano Forte Music.*" 2. Matthews' "*A Popular History of Music.*"

In addition to the prescribed texts, reference to the many valuable books on the history of music, found in the college library, is required.

## 4. VOICE

## COURSE OF STUDY

## FIRST YEAR

Placing of Tones.	Sight-Reading and Part Singing.
Studies from Best Composers.	Elements of Church Music.
English and German Ballads.	

## SECOND YEAR

Studies from the Best Composers.	Church Music.
Songs by Modern Composers.	

## THIRD YEAR

Studies from the Best Composers.	The work in Voice includes also
Oratorio and Opera.	the following:
Songs by Classical Composers.	1. Normal Class in Sight Reading.
Normal Training.	2. Choral Club.
Practice of Accompaniment.	3. Choir Singing.
Harmony and Theory.	
History of Music.	

In the Normal Class in Sight Reading students are taught the intervals by the use of numerals, a thorough knowledge of time, rythm, accent, and such other features of vocal music as will give them an intelligent grasp of the fundamentals of sound, and vocal culture.

## FEES

	Fall	Spring	Easter	Summer
	Semester	Semester	Semi-Semester	Semi-Semester
Piano:				
1. Head Teacher .....	\$25.00	\$25.00	\$15.00	\$12.00
2. Assistant .....	23.00	23.00	14.00	10.00
Voice .....	27.00	27.00	15.00	12.00
Harmony .....	9.00	9.00	6.00	6.00
History of Music.....	6.00	6.00	4.00	4.00
Use of Piano for Practice Hours:				
If used 1 hour per day.....	3.00	3.00	2.00	2.00
If used 2 hours per day.....	4.50	4.50	3.00	3.00
If used 3 hours per day.....	6.00	6.00	4.00	4.00
If used 4 hours per day.....	7.50	7.50	5.00	5.00
If used 5 hours per day.....	9.00	9.00	6.00	6.00
If used 6 hours per day.....	10.50	10.50	7.00	7.00

## 5. VIOLIN

The head of this division of the work in music is responsible for his division, solicits his own patronage, arranges his own fees with his students and collects them.

REQUIREMENTS FOR CERTIFICATES AND DIPLOMAS

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## 1. Academic

Those desiring teachers' certificates must complete all the work below a high school course and the following in addition:

(1). Freshman, Sophomore and Junior Secondary English.

(2). Ethics, Child Study, and Psychology. (See under "courses of study" Part II.)

Candidates for diplomas are required to do the work required of candidates for teachers' certificates and, in addition, Hygiene and Pedagogy.

Post-graduate students are required to carry one academic study selected by the president or with his approval.

## 2. Music

All pupils except those in Class I are required to take one term in Elementary Theory.

Elementary work in Harmony and in History of Music is required as a part of the work of the Sophomore Music Year.

Candidates for "Teachers' Certificates" in piano must complete the work in the first four years, together with one year's work in Harmony, and one year's work in History of Music. They must be able to read music accurately at sight in reference to fingering, time, notes, and phrasing. They must also attend a Teachers' Training Class, and must themselves give instruction to a few pupils under the supervision of the Director of Music.

Candidates for diplomas must complete the work of the five years, and must take advanced work in Harmony, Theory and History of Music. They are also required to give in public, entirely from memory, a recital consisting of only the best standard piano selections.

No certificate or diploma will be awarded to any one who is in arrears in any way, in any department, boarding, rooms, sheet music, music fees, academic fees or in any other way connected with the school, except by the special permission of the president.

All fees are payable in advance, by the semester, and students are not permitted to enter classes till this is attended to, as per ruling of the State Board.

ADVANTAGES. There are many advantages offered to a student in a department of music connected with an academic school. Opportunities are offered for studying in the various other departments, thus securing to the music student a symmetrical education, literary and scientific, as well

as musical. Instruction is furnished without tuition in a number of branches, while in others, the tuition is merely nominal.

**EQUIPMENT.** The department occupies the upper floor of the building, and consists of five studios and ten practice rooms besides two rented practice rooms. The department has at its disposal ten upright, and one Chickering Grand, pianos. The auditorium, seating 1,200 people, contains the Chickering Concert Grand piano.

**FACULTY RECITALS.** One Faculty recital is given within the year. All the members of the Faculty take part in this recital and music students are expected to attend as a part of their instruction.

**STUDENTS' RECITALS.** Public recitals by students are held one afternoon of each week. These recitals have been established as a means of developing confidence in the student, and every one is expected to attend.

**GENERAL ANNOUNCEMENTS.** Students may enter the Department of Music at any time, but it is greatly to their interest to enter at the beginning of the semester.

Students entering within the first two weeks of a term will be charged for the full quarter; after that time, for the remainder of the semester and one week additional.

There will be no deduction for lessons missed by students, except in case of prolonged illness, when the loss is divided equally between the student and the school.

Students are expected to identify themselves with the various organizations of the school and are required to enter any organization to which they are assigned by teachers.

It is expected that all students will take sufficient work—literary or music, or both, to occupy their entire time.



**DEPARTMENT  
OF EDUCATION**

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INCLUDING  
THE MODEL SCHOOL,  
THE NORMAL TRAINING WORK,  
AND  
THE NORMAL AND PROFESSIONAL SUBJECTS.



THIRD AVENUE ENTRANCE TO COLLEGE HALL



FACULTY

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ANNA S. CUMMINGS, A. B., A. M., *Professional Subjects and Superintendent of Training Department.*

Degrees from Colby University, Graduate Work at Leland Stanford, Jr. University, University of Grenoble and University of Paris.

HARRIET LYON, B. E. D., M. E. D., *Supervisor of Model School.*

Edinboro State Normal Training School, Student at Inter-State School of Methods, also under Col. Parker, Thomas Balliet, and Alexandre Frye.

EMMA R. PARKER, *Sub-Freshman, or Grade IX.*

Student in Greensboro Female College and University of North Carolina.

HATTIE ELIZABETH TUDOR, *Grade VII.*

Student at Lebanon, West Liberty Normal School, and Athens Normal School.

HAZEL SMITH, *Grade VII.*

Marshall College.

KATHRYN STAATS, *Grades V and VI.*

Marshall College.

INEZ BROOKFIELD, *Grade IV.*

Student at Broadus College, University of Wooster, Grove City College, and University of West Virginia.

ONA ULLMAN, *Grades II and III, Model School.*

Woodsfield High School, Marietta College, and Kindergarten Course at Chautauqua, N. Y.

LILLIAN ISBELL, *Grade I, Model School.*

Marshall College, Student at Teachers' College Columbia University.

E. E. MYERS, *Art.*

Pittsburg, Cincinnati, Harvard, and New York University Schools of Art,

## ORGANIZATION

The head of the Department of Education is superintendent of the Model School,—all the eight grades,—and is *head teacher* of professional subjects. She, with the co-operation of the supervisor of the Model School, nominates all teachers to be selected in that school, the president approves, and the State Board of Regents elects. She, with the co-operation of the president and the heads of all academic departments fixes the course of study for the Model School, and has general and immediate supervisory authority and control over it. Her office adjoins the Model School rooms.

There is a supervisor of the eight grades of the Model School, more generally known throughout the United States as a “Critic Teacher”, who gives her entire time to direct and immediate supervision, and to teaching in these eight grades.

The heads of all the academic departments are required to familiarize themselves with the work represented by their departments in the Model School; at least once per year they meet the Model School teachers, supervisors, superintendent, and the president, in formal teachers’ meeting for the discussion of courses of study, methods of teaching, etc., to which end each head of a department reads a formal paper or offers an extemporaneous discussion under one or both of these subjects. They also discuss text books, apparatus, etc.

It will thus be seen that the work of the Model School is closely articulated and intimately associated with the advanced work of the institution, a matter of much importance if overlapping, repeating unnecessarily, and other uneconomic features are to be eliminated. The children of the nine grades of the Model School are housed in seven rooms so that combined grade work can be illustrated and practiced for the benefit of the rural district “teacher prospective” and visiting teacher or educator. These combinations are always of grades between the *first* and *seventh*, not including either of the two named. Eight recitation rooms are used, however, to accommodate needed segregations owing to irregular advancement in individual cases and in small groups. The hours for the Model School daily sessions are 8:30 to 12:30 during the fall and winter terms, and 8:00 to 12:00 during the spring term.

## ADMISSION

### 1. TO THE MODEL SCHOOL

Only children of good name,—clean of person and of habit, and free from vicious, criminal, or obscene practices—are admitted to this school so far as can be regulated; and those found guilty of things that make them unworthy associates in the Model School are dropped from the rolls when their undesirable qualities are discovered. To be poor is no bar



against any child who desires to enter this school; none is more welcome than the deserving and ambitious poor; but the line must be drawn against the filthy of person or of morals, against the vicious and the criminally inclined, and against all such as are unfitted for other reasons than those named for mingling with children whose parents pay the extra fees charged here in order that their little ones may be surrounded with as wholesome influences as possible, and in every way possible.

#### AGE

Children of 6 years of age and up, are admitted to this school.

Each child, no matter into which grade admitted, pays a *fee of Seven and One-Half Dollars per semester*. The cost per session of *nine months* is, therefore, \$15.00.

This does not include books or stationery. These can be had at the regular prices at the college book-store which is in the same building and on the same floor.

### 2. TO THE SUB-FRESHMAN GRADE

This division, as stated above, is but the ninth grade of the Model School. Admission, therefore, does not depend upon the age, but upon the advancement of the applicant.

The fees for this division are the same as those charged for admission to the first six grades—*Seven and One-Half Dollars per semester*.

All fees for this division, and for the Model School proper, are payable *by the semester, in advance*, (at the opening of each semester).

### 3. TO THE NORMAL TRAINING WORK

To this division of the work are admitted only members of the Senior class who are carrying the Normal course of study.

### 4. TO THE NORMAL PROFESSIONAL SUBJECTS

To this division are admitted only those who have completed the Senior Secondary year or its equivalent.

## NORMAL COURSE OF STUDY

See "Courses of Study", Part II.

## The Normal Training Work and Professional Subjects

The work of this department includes:

- |                             |                               |
|-----------------------------|-------------------------------|
| 1. Psychology.              | 8. School Administration.     |
| 2. Pedagogy.                | 9. Sight Reading in Music.    |
| 3. Methods.                 | 10. Normal Art.               |
| 4. Ethics.                  | 11. Observation and Teaching. |
| 5. History of Education.    | 12. School Visiting.          |
| 6. Child Study.             | 13. Seminary.                 |
| 7. Philosophy of Education. | 14. Writing.                  |

### Psychology

Because we believe that all intelligent teaching is based upon the principles of Psychology, the professional training begins with this study, and a full course is given. James' lectures are used as a text, supplemented by other authors as the subject develops. The topics most fully treated are: Habit, Attention, Heredity, Will, Instinct, and Emotion. The course in Educational Psychology, which directly follows, applies the principles considered immediately to the education of the child.

The work, up to this point, furnishes a practical foundation upon which to build the professional training.

The course in Advanced Psychology, given in the Senior Normal year, is intended to lead the student into a more critical study of the subject, to give him a wider view and to acquaint him with the thoughts and opinions of some of the most important thinkers and writers of the day.

### Pedagogy

This subject is treated from a psychological point of view, since we believe this to be the basis of all true pedagogy. The principles of teaching are discussed especially from the standpoint of their bearing upon the general and class-room methods. The text is *Boyer's Pedagogy*. The required readings are from the best practical educators of the day.

### Methods

The work in Pedagogy is supplemented throughout the year by lectures upon the teaching of every subject included in the common school curriculum. Members of the class are encouraged to ask questions and to discuss, in class, their own methods and experiences, and to compare notes as to results, thereby gaining mutual benefit. The advantages of these lectures and discussions are seen at once in the work of the student teachers in the Model School. Many texts are used as references upon the various subjects discussed.

A note book is kept throughout the entire year, containing lesson plans, suggestions and other material gathered as the work progresses. This book, after being passed upon, is returned to the student, who retains it for future reference when the work of independent teaching is actually begun.

### Ethics

Theoretical Ethics is considered at first with a view to finding the nature and authority of the moral standard. This is followed by a consideration of the practical side as applied to the life of the individual and to the moral training of children. Especial effort is made to impress upon teachers the need in our schools for the ethics which make for clean, wholesome and sane living. *Mackenzie's Manual of Ethics*, is the class text. The required readings include various books by the best authorities of the day.

### History of Education

In this course the purpose is to give students a general knowledge of some of the most important epochs in educational progress, by means of the study of the lives of famous early educators. The advantages of the course are two-fold: Inspiration comes from familiarity with the teachings and experiences of the pioneers, and a knowledge of their mistakes and failures serves as a safeguard to the young teacher. The text books used are *Seeley's History of Education* and *Quick's Educational Reformers*. A large amount of required reading is added.

### Child Study

The fact that the science of Child Study is in its infancy, and hence furnishes ground, often, for question and debate, does not do away with its value to the teacher of children. Certain principles are fundamental, permanent and practical and acquaintance with these principles, after careful study, adds to the power of the teacher and lessens his danger of mistakes.

Kirkpatrick's *Fundamentals of Child Study* is used as the basis of the course, supplemented by Preyer, Tracy and other authors.

### Philosophy of Education

This subject also belongs to the Senior Normal year and the work is suited to advanced and mature students. A previous study of education from a practical standpoint furnishes a basis for the consideration of its more abstract and philosophical aspects. The best authors are studied in this course, with a view to ascertaining their most important theories and conclusions, with their application to education.

### School Administration

This course is especially designed for those who expect to undertake administrative or executive positions and is arranged to suit their needs. It includes the consideration of positions as high school principals, school superintendents, grade principals, etc., and deals in detail with the management of such schools.

### Sight Reading in Music

The course in sight reading is intended to fit the student for teaching the elements of music in the public schools. At the close of the course he must have some degree of skill in tone perception, must know something of the principles of deep breathing and breath control, and must be able to pass an examination on simple technique.

He must also have at his command a good theory of teaching which he is able to put into practice in the training of children, and must therefore, be able to read simple music at sight.

### Art

This course embraces the methods of presentation of all subjects under the head of Manual Arts, including theory of color and design, constructive drawing, construction in paper, card-board, leather, thin metal and wood, with the design applied. It also includes the principles of free hand drawing and art as related to the home as well as art and history.

At the completion of this course all notes and drawings will be incorporated into a book which will be of value to the teacher in his future work.

Two semesters (one year) of drawing are required for entrance to the Normal Course.

### Observation and Teaching

The opportunity for observing and sharing in the actual teaching of children belongs only to those institutions which are able to support a model school. That the requirements at Marshall College are rigid only goes to show the high estimate which is placed upon an opportunity of this kind. We regard the Model School as the laboratory of the training department, for the young teacher.

It is not enough to listen to and absorb the theories of the instructor; he should have a chance to observe for himself the practical working of these theories. Not only this, he should have as wide and comprehensive a view as possible. Here the Model School plays a most important part.



No amount of theory or observation takes the place of actual practice.

The teacher who has had little or no experience goes into his first school full of enthusiasm it may be, but with many serious lessons to learn.

It is far better that these lessons be learned as quickly as possible and under the direction of a supervisor whose business it is to find defects and to point them out. He is not left to himself to learn his lesson through needlessly bitter experience and unnecessary expenditure of time.

If he has entertained too high an estimate of his own qualifications, this is soon modified by the growing knowledge of the real demands upon him; on the other hand, his more intelligent view of the problems presented and the possibilities of meeting them give him a confidence in himself which is justified by the new power growing within him. He begins to develop rapidly, to throw aside old prejudices and notions and to form a more accurate estimate of the requirements of the profession.

We contend that inborn fitness to teach and power of personality are absolute essentials, but we also insist that careful training is equally as essential; that is the only remedy for the reckless waste of time and numberless mistakes which are the portion of the teacher who enters upon his work without adequate preparation.

For these reasons students are required to give a large portion of time to observation in the Model School and, near the end of the course, after having carefully observed the methods of trained teachers, to teach for themselves, under strict supervision and criticism.

No teaching is done until the spring term. At that time each student is assigned to a particular grade room and, for three days in the week, observes the work of the critic teacher in that grade. On the third day lesson plans, covering the work observed, are made out by the students and handed to the supervisor, who criticises and gives whatever aid is required. On the fourth day the lesson is taught by the student in the presence of the superintendent or supervisor, and of the critic teacher. At the close of the day a teachers' meeting is held which includes all of the Faculty of the training department. The teaching of each student is considered; his good points are noted and tabulated for future reference, and those needing correction are discussed in detail.

Finally, on the fifth day of the week, the work of the preceding day is discussed with the class, and criticism or suggestions made, as need arises.

Students are assigned to one room for two weeks and then changed to the next grade, in order that some teaching may be done in each grade, during the course of the term.

Just before graduation a final meeting of the Faculty is held, the name of each student is carefully considered and his record is summed up and classified upon paper, especially prepared for this purpose. These records are put upon file in the general office and are open for consulta-



tion by school superintendents, principals and others wishing to engage teachers.

This whole plan of conducting training work has proved eminently successful. On the part of the children there can be no possibility of suffering through the attempts of inexperienced students, and the student himself gains far more from teaching one lesson a week under careful supervision than he would gain if left to work out daily problems at the expense of the children.

And when the time comes for him to enter the teaching field, it is for his advantage as well as for the accommodation of those who engage teachers, that there should be at hand an intelligent record indicating work already done, the degree of efficiency attained and the outlook for future success.

### School Visiting

All members of the Normal Senior class are required to visit at least ten schools, half of them to be outside our own town, during the year. These visits are for the purpose of studying the work of other teachers; their methods, system, discipline, courses of study and general plan. A report of each visit is made to the superintendent of the Training Department, not with the idea of criticism, but rather in order that she may see what has been gained by the experience. Ten visits for observations on the class work of our own school, and reports of these visits are required.

### The Seminaries

The Normal Seminary is modeled after the "seminar" of the universities, simplified to meet our needs. Its purpose is to develop the habit of reading, the ability to collect and logically arrange material for public presentation and to stand before an audience and present a subject clearly and readily.

The meetings are held on Thursday morning. Once in two weeks some important pedagogical subject is offered by a member for criticism and discussion.

A printed syllabus accompanied by a good bibliography, is prepared and the subject presented orally by the student who is the chief speaker of the afternoon.

After the presentation a discussion follows in which all of the members are expected to take part. The discussion includes criticism of the form of the syllabus, the English used, the subject matter, and the opinions expressed.

On alternate Thursdays the current events seminary is held.

Subjects connected with present day interests are discussed and in addition, reports are made from Congress and the State Legislature, when in session, and from foreign countries.

At the end of the year all members must pass a rigid examination upon the work of the year.

### Writing

The vertical slant system is used and every student is obliged to demonstrate, by means of a book, his ability to write legibly and clearly.

## THE MODEL SCHOOL

By the "Model School" is meant the several grades of the Practice School, which are classified as follows:

Primary Division—Grades I, II, and III.

Intermediate Division—Grades IV, V, and VI.

Advanced Division—Grades VII, VIII, and Sub-Freshman.

The tuition rates for the various divisions of the Model School, \$15.00 per year; \$7.50 per semester.

It is required that tuitions in this department be paid in advance for the full year.

The fees charged for entrance to the Model School go toward paying the salaries of the teachers in that school, also for purchasing equipment, library books, etc., for the children of the Model School.

The head of the Department of Education is the official head of the Model School.

Each grade of the Model School is limited to 35 pupils as a maximum number, and 20 has been the number in nearly all cases, the total in the *nine grades*, kindergarten included, running about 200.

It is, of course, understood that the function and purpose of a Model School in connection with a Normal school is to offer to those who are preparing to teach, both observation and practice in their profession before they graduate as teachers. Accordingly all Normal Seniors are required to both observe and to teach in the Model School before receiving their diplomas. The Model School is the Laboratory of the Teachers Training Course in a Normal school, and the better the children are taught and the better advantages and equipment of the Model School in every way, the better the training of the Normal Seniors for their profession. Hence, it is no sacrifice of the children's interests to attend a Model School, for every consideration of justice to them as well as to the student teachers, requires that this school shall, as nearly as possible, be distinctively a school where model work for the children is done.

### MODEL SCHOOL COURSE OF STUDY

FIRST YEAR WORK. 1.—Reading by word and sentence method. 2.—Objective Number Work and Sense Training. 3.—Elementary Spelling

and Phonics. 4.—Beginning English. 5.—Writing Vertical Slant. 6.—French or German Conversation. 7.—Nature Study and Health Talks. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature—Fairy Stories and Fables.

SECOND YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—Elementary English. 5.—Writing. 6.—French or German Conversation and Translation. 7.—Nature Study and Elementary Physiology. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature, Stories and Description, Indian Work, Hiawatha, Eskimo Work. 11.—Geography Talks and Descriptions, and Travel Study.

THIRD YEAR WORK.—1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing Based on Nature Study. 9.—Sight Reading in Music and Song. 10.—History and Literature Stories, Greek Myths and Description. 11.—Geography Talks and Descriptions, and Travel Study.

FOURTH YEAR WORK. 1.—Reading. 2.—Elementary Arithmetic. 3.—Orthography. 4.—English Language through Nature, Literature and Art. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Montgomery's Beginner's History, U. S. History. 11.—Elementary Geography, and Travel Study, Tarr and McMurry, Book I.

FIFTH YEAR BOOK. 1.—Reading. 2.—Elementary Arithmetic. 3.—Orthography. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Montgomery's Intermediate History. 11.—Geography, Tarr and McMurry, Book I, and Travel Study.

SIXTH YEAR WORK. 1.—Reading, Northland Heroes, Greek Gods and Heroes, Hawthorne's Wonder Book. 2.—Arithmetic. 3.—Orthography. 4.—English and Composition. Language Book I. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing, including Map Drawing. 9.—Music. 10.—History; Story of the Thirteen Colonies. 11.—Geography. Tarr and McMurry Book I, and Travel Study.

SEVENTH YEAR WORK. 1.—Reading: Famous Men of Rome, Famous Men of Greece, Courtship of Miles Standish. 2.—Advanced Arithmetic. 3.—Orthography. 4.—English. 5.—Writing. 6.—Science. 7.—Drawing. 8.—Music. 9.—History. Montgomery's Leading Facts in U. S. History. 10.—Geography: Tarr and McMurry's, Book II.

EIGHTH YEAR WORK. 1.—Reading: Classics—Hiawatha, Snow Bound, Great Stone Face, Favorite Greek Myths, Poems. 2.—Orthography. 3.—English Grammar and Composition. 4.—Geography: Tarr and McMurry's Book II. 5.—Written Arithmetic. 6.—Mental Arithmetic. 7.—United States History. 8.—Physiology.

SUB-FRESHMAN, OR NINTH YEAR WORK. See Part II, under "Courses of Study" for the work offered in the "Sub-Freshman" year.

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## ART

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### PLANT DRAWING AND COLOR

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#### SEPTEMBER AND OCTOBER

GRADE I.—Plant Drawing; Growth; Color; Paper Cutting, and Tearing; Clay Modeling; Sand Table Centers.

GRADE II.—Plant Drawing, Branching; Colors; Standards; Paper Cutting, and Tearing; Mounting; Clay Modeling; Sand Table Centers.

GRADE III.—Plant Drawing, Proportion; Color, Tints and Shades; Paper Cutting, and Tearing; Mounting; Clay Modeling; Sand Table Centers.

GRADE IV.—Sprays with Fruits; Massing of Parts; Ink Drawings; Hues of Color.

GRADE V.—Foreshortening of Leaves and Flowers Singly and in Sprays; Value Scale; Colors in Values.

GRADE VI.—Structure; Decorative Arrangements; Scale of Intensities.

GRADE VII.—Plant Drawing; Structure; Scale of Intensities; Decorative Arrangement; Autumn Landscape.

GRADE VIII.—Plant Drawing; Details of Structure; Texture; Harmonies of Color; Decorative Arrangement; Autumn Landscape.

### CONSTRUCTION AND CONSTRUCTIVE DRAWING

#### NOVEMBER AND DECEMBER

GRADE I.—Construction of objects in connection with Thanksgiving and Christmas; Sand Table Centers appropriate to Season; Measure to one inch.

GRADE II.—Construction of objects connected with Thanksgiving and Christmas in two dimensions; Measure to  $\frac{1}{2}$  inch; Sand Table Centers.

GRADE III.—Construction of objects suitable for Thanksgiving and Christmas in three dimensions; Measure to  $\frac{1}{4}$  inch; Sand Table Centers.

GRADE IV.—Materials: Paper, Card, Raffia; Construction of objects suitable to season; Lettering; Measure to  $\frac{1}{8}$  inch; Sewing for girls; Card-board and Wood Construction for Boys.

GRADE V.—Construction of objects suitable to season; Measure to 1-16 inch; Lettering; Decoration.

GRADE VI.—Construction, in appropriate material for Christmas Gifts; Decoration; Lettering.



GRADE VII.—Constructive Design; Working Drawings and Patterns; Construction in any appropriate material; Decorating; Lettering.

GRADE VIII.—Plans, Elevations, Sections; Drawing to Scale; Construction in any appropriate material; Decorating; Lettering.

### OBJECT DRAWING

JANUARY, FEBRUARY AND MARCH

GRADE I.—Drawing of Toys and other objects of interest; Color, Illustrative Drawing; Sand Table Center.

GRADE II.—Drawing of Toys and other objects of interest; Illustrative Drawing inspired by Sand Table Centers.

GRADE III.—Drawing of objects with strong characteristics; Work for Character; Special Study of Sphere.

GRADE IV.—Drawing of articles with strong characteristics, in silhouette; Work for character and proportion; Special Study of Cylinder.

GRADE V.—Groups: Study of Elements, Objects, Ground, back-ground, Effects of Distance, change of level; Light and Shade.

GRADE VI.—Groups: Study of Effects of Fore-shortening on Hemispherical, Cylindrical and Conical Objects; Color and Composition.

GRADE VII.—Rectangular Objects, Singly and in Groups; Fore-shortening and Convergence, (a) in Outline, (b) in Values, (c) in Color.

GRADE VIII.—Rectangular Objects, in Groups; Foreshortening, Convergence; Interiors and Exteriors.

### DECORATIVE DRAWING—APPLIED DESIGN



APRIL, MAY AND JUNE

GRADE I.—Plants and Flowers: Decorative Aspect; Color: Decoration of Cards; Easter Centers; Clay Modeling.

GRADE II.—Drawing of Plants and Flowers for Their Color and Decorative Aspect; Decoration with Simple Borders; Cards and Booklets; Sand Table Centers.

GRADE III.—Drawing of Plants and Flowers for Decorative Aspect; Decoration with Simple Borders; Cards and Booklets; Sand Table Centers.

GRADE IV.—Landscape; Sketching of Trees Before and After Leafing; Painting of Flowers; Decorative Arrangements; Design.

GRADE V.—Landscape: Study of Trees; Making of Free Booklet; Decoration; Design.

GRADE VI.—Landscapes; Making of Landscape Booklet; Decoration; Designs for Stenciling.

GRADE VII.—Plant Drawing for their Decorative Aspect; Color Scales: Design; Stenciling; Spring Flower Book; Landscape Gardening.



GRADE VIII.—Plants, Trees, Landscapes; Their Decorative Aspect; Booklets; Stenciling; The Furnishing of a Room; Color and Design.

#### MODEL SCHOOL ENROLLMENT

Grade I.—24.	Grade IV.—22.	Grade VIIA.—26.
Grade II.—20.	Grade V.—20.	Grade VIIB.—29.
Grade III.—18.	Grade VI.—32.	Grade VIII. —30.
Total enrollment for the year.....		221.
Normal Seniors.....		88

See last pages of this book for roster of names of children in the Model School along with the classified enrollments.

### EXAMINATIONS

Regular examination for all students in attendance on class work are given at the close of each semester and semi-semester unless the president rule otherwise in cases of such nature as will justify the suspension of this rule.

The examinations are compulsory, and admission to class afterward is denied to those who have not attended them, unless such excuse as illness, certified by a physician's certificate or verbal report to the president, or other equally serious cause, accepted by the president, be given.

For "special examinations" see regulations governing same under that heading in Part I of this book. See index for reference to page.

### GRADUATION

A diploma is awarded all who complete the work of any of the regular courses—the Normal, the Academic, the Music, the Art, or the Expression course.

No one is permitted to graduate, however, (except by special ruling of the State Board), who has not spent at least one full year at this school, which year must be his *Junior* or *Senior* year, and which year shall consist of a regular session—entrance at the opening of the Fall Semester and continued attendance to the close of the Spring Semester. To become an alumnus of a school something must be expected other than standing the scholarship tests for graduation.

The first "Senior Roll" is made up on the first *Friday* following the opening of the Fall Semester. The Senior class is called together at 11 o'clock on that day in room No. 40, and all who wish to be members of the class are expected to be present.

The "class officers", the "committee on graduation", the heads of all departments except music, and the president of the school meet the

class on that occasion for the purpose of adjusting all matters of class standing, credits, etc.

Not only is every one who desires Senior standing expected to be present on that occasion, but he must have filed his credits, duly signed and certified to, with the "graduating committee" long enough before the date of this meeting to have given that committee plenty of time to pass upon the credits. In other words, every candidate for Senior standing should have forwarded his credits in proper form to the chairman of the committee on graduation before the opening of the Fall Semester, indeed long enough before for that committee to have replied to his request for Senior standing and thus prevent any disappointments to the student on this occasion. *At the very latest* all credits for Senior standing should be in the hands of the "graduation committee" *on the opening day of the Fall Semester.*

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To rank as Senior at the opening of the session of 1912-'13 the candidate must not have more than  $4\frac{1}{2}$  *units* of uncompleted work against him, and not more than  $2\frac{1}{2}$  *units* against him at the opening of the Spring Semester, at least  $\frac{1}{2}$  *a unit* of which  $2\frac{1}{2}$  *units* must be completed in the summer semi-semester immediately following the 1913 June Commencement.

To rank as "conditioned Senior" at the opening of the session of 1912-'13, the candidate must not have more than 5 *units* of uncompleted work against him, and not more than 3 *units* against him at the opening of the Spring Semester, at least *one* of which three *units* must be completed in the summer semi-semester, immediately following the 1913 June Commencement.

"Conditioned Seniors" may attend all class meetings and class functions only so long as their work justifies the assumption, on the part of their class officers and those teachers under whom they have their work, that they will maintain their standing, and complete their work by the close of the summer semi-semester as required above. But, until they have made full Senior standing they will not be permitted to vote in cases of the election of the officers of the class, nor to attend the meetings in which these elections take place; neither will they be permitted to represent the class on any public occasion, at home or abroad, nor to serve on any of the class committees except by a vote of *four-fifths* of the class, which vote has been previously allowed by the president of the school. Any such voting of class privileges, however, must include *all* "conditioned Seniors" who are in approved standing as "conditioneds", or *none* of them; special voting of class privileges to preferred individuals of the "conditioned Seniors" will not be approved. In any case of voting these class privileges to "conditioned Seniors" but one privilege must be

included in any one vote; there must be as many separate votings as there are privileges to be voted on, and only Seniors in full standing can vote in any such case.

"Conditioned Seniors" will be permitted to vote in cases of choosing the class pin or in the selection of anything else to be worn by the class, such as cap, gown, etc.

Likewise, any Senior or "conditioned Senior" may be denied class privileges by a vote of *four-fifths* of those having voting privileges, but said vote must not be taken till the one or ones whose privileges are to be denied them have been given a hearing in the presence of the class, should such hearing be requested by the accused—for no such voting to deprive of class privileges will be permitted except with the approval of the president, and only conduct unbecoming a Senior will be accepted as cause for denying class privileges to any Senior who has once exercised those privileges and has maintained his standing in school work.

To rank as Junior at the opening of the session of 1912-'13 the candidate must not have more than  $8\frac{1}{2}$  units of unfinished work against him,  $3\frac{1}{2}$  units of which unfinished work must be completed within the Fall and Spring Semesters (session of 1912-'13), and *one* unit within the summer semi-semester, immediately following the 1913 June commencement, thus leaving not more than  $3\frac{1}{2}$  units of unfinished work at the opening of his Senior year, since *no* student will be granted both "conditioned Junior" and "conditioned Senior" standing. If a "conditioned Junior" fail to make full Senior standing at the opening of the Senior year, he will be continued as Junior till he has made full Senior standing, and will *not be permitted* to take "conditioned Senior" standing.

"Conditioned Junior" standing will be governed by the same rules regulating class privileges as is "conditioned Senior" standing.

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To rank as Senior at the opening of the session of 1913-'14, the candidate will be governed by exactly the same rules which govern Senior standing for the session of 1912-'13 (see above, the date changed, of course), unless the candidate has been a "conditioned Junior", in which case  $3\frac{1}{2}$  units is the maximum of unfinished work that will admit him to Senior rank.

To rank as "conditioned Senior" at the opening of the session of 1913-'14 the candidate will be governed by the same rules which govern "conditioned Senior" standing at the opening of the 1912-'13 session, except of course, the commencement date preceding the summer semi-semester named in that rule, and except, further, in case the candidate has been a "conditioned Junior", in which case he will rank as Junior, and *not* as "conditioned Senior".

To rank as Junior at the opening of the session of 1913-'14 (which

means first full Junior rank in the *six-year course*), the candidate must not have more than 7 units of unfinished work against him,  $3\frac{1}{2}$  units for the Junior year and  $3\frac{1}{2}$  for the Senior year.

To rank as "conditioned Junior" at the opening of the session of 1913-14 the candidate must not have more than  $7\frac{1}{2}$  units of unfinished work against him, at least  $\frac{1}{2}$  unit, and not more than *one* unit, of which work must be done within the 1914 summer semi-semester if he would complete his course.

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To rank as Senior at the opening of the session of 1914-'15 the candidate must not have more than  $3\frac{1}{2}$  units of uncompleted work against him. This is the first Senior class making the full *six-year course*.

To rank as "conditioned Senior" at the opening of the session of 1914-'15 the candidate must not have more than 4 units of work against him, not less than  $\frac{1}{2}$  unit, nor more than  $\frac{3}{4}$  unit, of which *four* units must be done within the 1915 summer semi-semester.

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The Senior roll will be called in full Faculty meeting on the first Friday following the opening of the Spring Semester and the records checked in order to get the approved roll for the Spring Semester.

The roll will be called again at the first regular Faculty meeting following the opening of the Easter semi-semester, Friday, with a view to warning any candidate for graduation at the following June Commencement, if he be found near the "danger margin".

The final Senior roll will be called at the first regular Faculty meeting in May, Friday, when the last warning to the delinquent will be formally given.

On the occasion of the make-up of the Senior roll in September, and again on each occasion of the "Senior roll call" in February, April, and May, a certified copy of the roll, typewritten, will be delivered by the chairman of the graduation committee to each of the following, within three days after the meeting:

The President of the school.

The ranking Senior class officer.

The president of the Senior class.

The secretary of the Senior class.

The secretary of the Faculty (the Registrar).

This roll shall contain the names of the class in alphabetical order with a "C" to the left of each "conditioned" Senior's name and an "A" or an "N" to the right of his name according to whether he is

taking the Academic or the Normal course. In case any Senior or "conditioned Senior" be on the "danger line" at the second, third, or fourth roll call, the words "in danger" will appear to the right of the "A" or "N" on this Senior roll.

It will be the duty of the ranking Senior class officer to notify any member of the class, at once, who is found delinquent at any roll call.

A copy of the May roll of the Senior class will be sent to the State Superintendent of Schools.



## THE LIBRARY

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The library is a center of educational interest with the student body, and each member of the Faculty makes it a part of his class work to extend, enlarge, and intelligently direct this interest.

The books are selected by a committee consisting of the librarian, the president, and the heads of the departments, hence are selected with reference to the interest of the work in all departments, and with reference to the educational and cultural needs of the student body.

The material of the library is as follows:

1. Circulating and Reference Works, 7,000 volumes.
2. Documentary—Bound, 5,000 volumes; Unbound, 3,000 volumes.
3. Magazines and other periodicals, 100.

## RULES AND REGULATIONS

1. HOURS.—8:00 to 12:30 a. m. 2:00 to 5:00 p. m. Saturdays, 9:00 to 12:00 a. m. 2:00 to 4:00 p. m.

2. No book, magazine, or newspaper shall be taken from the library without the consent of the librarian.

3. Free access is given to all books and magazines during library hours and it should be borne in mind that in a reference library all books for which there is a special demand should be in during library hours.

4. Persons drawing books shall be responsible for their safe return.

5. Students must pay for books lost or injured by them.

6. Unless permission has been granted no book shall be retained for a longer period than two weeks.

7. Special reference books may be taken out at night if they are returned before the first period in the morning .

8. A fine of two cents a day will be charged for all books kept out over two weeks. Ten cents a day for reference books kept longer than the time specified.

9. Do not mark library books or turn down their leaves, or carry pencils or note books in them.

10. Persons found mutilating books or magazines will be punished to the full extent of the law.

11. Talking and whispering are not allowed in the library. The librarian will answer your questions.

12. Students are expected to return to the shelves or racks, encyclopedias, dictionaries, atlases, bound magazines, special reference books (marked with yellow slips), unbound magazines and newspapers.

13. Anyone violating any of the above rules will be denied library privileges.

### LIBRARY TRAINING

This work is offered each term to a limited number of Seniors. One period of practice work a day is required. The work covers all phases of the subject, and students who expect to become principals or have libraries to care for are urged to take the work.

In addition to the special work offered to Seniors every student who uses the library is expected to take sufficient instruction in library work to be able to intelligently follow the requirements of those who use it. It covers the following:

1. Classification and Arrangement of Books.
2. Use of Card Catalogue.
3. Use of Periodical Indexes.
4. Use of Encyclopedias, Atlases, Handbook, Dictionaries and other references.

## PART III

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### EXPENSES

#### 1. BOARD

Board, as spoken of here, includes *room, light, fuel and food.*

In the case of *club board* the room is furnished and cared for by the family from whom the student rents a room; in the case of *private board* this is also true; in College Hall the girls furnish their towels, soap and bedding except the mattresses; all other things are furnished them.

The "school year", or "session", here, is divided into "semesters" (half-years, or half-sessions) and "semi-semesters" (quarter-years, or quarter-sessions), instead of "terms" or "quarters" as heretofore.

The "semesters" are known as:

The Fall Semester, opening in September and closing the last of January.

The Spring Semester, opening the first of February and closing near the middle of June.

The Easter Semi-Semester (half-semester), opens early in April and closes at the same time as the Spring Semester.

The Summer Semi-Semester (half-semester), opening about the middle of June and closing early in August.

(See in the front part of this catalogue, under the head of "Calendar", for exact dates of the opening and closing of the Semesters and Semi-Semesters.)

Board in College Hall costs, on an average, about \$64 per Fall Semester, and about \$70.00 per Spring Semester.

Table board in College Hall and room outside costs, on an average, about \$72.00 per Semester, or \$36.00 per Semi-Semester.

Club board costs, on an average, about \$60.00 per Semester, or \$30.00 per Semi-Semester.

Private board (table board, room, etc., in a private family), costs, on an average, about \$80.00 per Semester, or \$40.00 per Semi-Semester.

By the expression "on an average", is meant here that board varies according to the size of the room and the kind and location of the home. In College Hall it varies according to size, convenience, etc.

## 2. TOTAL EXPENSES

THE TOTAL NECESSARY EXPENSES per Semester for attending school here varies according to the following:

1. Size, location, and kind of room.
2. Kind of table board.
3. The amount of laundry required.
4. The books one uses; and this depends on the classes in which one enrolls, since the prices of books vary *much*.
5. The department in which one studies. The fees in music, expression, etc., are higher than in the Normal and Academic departments.

The following table will give a pretty accurate idea of the total cost per session of nine months, (the Fall and Spring Semesters), September to June:

DEPARTMENT—	COST
Normal and Academic.....	\$160.00 to \$190.00
Model School .....	167.00 to 197.00
Expression .....	180.00 to 210.00
Music .....	185.00 to 215.00

See *index* under "Fees" for full statement of all fees charged.

## A WORD ABOUT CLUB BOARD

By club board is meant, simply, that a group of young men or women, *ten to twenty-five*, often more, take their meals at the same place. One of the young men, appointed from the gentlemen of the Senior class by the Boarding Committee of the Faculty, is commissioned to supervise the buying and other details, collect the board bills, etc., and be responsible for the general condition of the club, order, number in it, etc. He and the Boarding Committee decide what homes shall be selected as the places for the clubs. The lady in whose home the club is located opens her dining room to the young men, prepares the food, and serves it for so much per student per week. The students have their rooms in the city near by with good families and report to the club for their meals.

This is not only an entirely creditable method of boarding, but has become the most customary in all schools not provided liberally with dormitories. Practically all our young men take this kind of board.

## COLLEGE HALL

College Hall is a ladies' dormitory with rooming capacity for about 70 girls, and dining capacity, of about 140.

This hall is composed of the two eastern sections of the college building; it stands on the eastern end of the high central portion of the grounds, 300 feet from Third Avenue, 350 feet from College Avenue, on the South, and on the North, 400 feet from Seventeenth Street, on the East. On the West it is joined to the college buildings, the central hallway on the first floor extending continuously through both the dormitory and the college buildings, though a double door closes the passage from one to the other when necessary. On the *second* and *third* floors the dormitory is separated from the college buildings by an 18-inch brick wall with *no openings* in it.

COLLEGE HALL is three stories high besides a full basement story, half of which is above ground, and the knoll on which the buildings stand, composed of sand, and rolling in every direction from the buildings, provides such a condition as is especially favorable for a basement. It always remains *perfectly dry* no matter how wet the weather. It is the most airy, the most healthful, and in hot weather, the coolest spot in Huntington. It is as well, one of the highest, commanding a beautiful view in every direction. Approached by broad paved walks, by a wide driveway in the rear, and surrounded by green lawns of exceptional beauty, ornamented with stately old trees, this school home for girls is one of rare beauty and attraction.

## ADMISSION

Young ladies who wish to engage rooms in the hall should always write or speak at least *three months* in advance. It often happens that one or more girls who have engaged rooms find it impossible to take their rooms, owing to sickness or other unavoidable causes, in which cases applicants for rooms at a very late date even can be accommodated, hence it always pays to inquire.

Rooms are not considered "engaged" unless paid for.

Only regular students and teachers are allowed to board in the hall.

## CONVENIENCES

The building is heated by steam and lighted by natural gas.

Hot and cold water is furnished throughout the building, on all floors.

The Bell telephone system is connected with the hall, and through this, the Western Union and Postal Telegraph systems.





LOOKING NORTHWEST FROM COLLEGE HALL



In addition to the two stair-cases as a means of escape in case of fire, the following are of special value:

1. The large veranda roof to which access is made by windows and a double door from which roof escape is easy by ladder or by rope.
2. Through the president's rooms, and the rear veranda.
3. Two fire escapes, one from each section of the hall, and extending from the third floor windows to the ground.
4. Extending from basement to third floor in each section of the building, both in the hall and in the school building, are four-inch water pipes.

In addition to the conveniences named above the following are worth considering:

1. Street car connections with all parts of the city and adjoining towns.
2. The large, beautiful grounds for promenading, athletics and lounging.
3. The large front veranda, 14x52 feet; a luxury indeed, summer and winter.
4. The college parlors, which are open to all hall students.

The rooms are furnished with *single beds, mattresses, wardrobe, dresser with mirror, chairs, table, light and heat*. Students are required to furnish their own *bedding* (except the mattress) their own *napkins* and *towels*, and keep their *room clean and in order*.

For use in her room it will be well for each student to have knife, fork, spoon, two glasses and soap dish.

All rooms are furnished with *drop-light gas lamps* with Welsbach burners, but all breakage of lamp, mantle, or other fixtures, about the light after the girls take possession of a room is paid for by the occupant.

## EXPENSES

TABLE BOARD for the Fall Semester will be \$51.00. Table board for the Spring Semester will be \$57.00.

There will be no reduction in table board for a few days' absence at the beginning or end of the Semester, nor for the Thanksgiving recess. Christmas holidays and Easter Recess have been deducted in reckoning the board by the Semester.

A limited number of young ladies rooming outside can obtain table board in the hall, terms being \$12.00 per month (four weeks payable in advance).

ROOM RENT for each Semester will be \$10.00 per student on the third floor and \$11.00 on the second floor.

A CONTINGENT FEE of \$3.00 a Semester is paid by all who live in the hall. This fee is never refunded but constitutes a general fund

for defraying of such expenses as the telephone, simple medicines, breakages, etc.

Room rent and contingent fee are payable in advance at the beginning of the Semester.

All money paid for board goes to defray the expenses of the boarding department, including the employment of those necessary in the management of the department.

All correspondence concerning board, rooms and other expenses at College Hall should be addressed to

MRS. NELLIE A. KEARN, MATRON,  
Marshall College  
Huntington, W. Va.

All damages done to building, furniture, fixtures, etc., will be paid for in full by the girl responsible therefor, and the amount thereof will be assessed by the treasurer and the associate dean.

The occupants of a room are responsible for the furniture and the condition of everything else in their own rooms, whether damage be done by them or some other, unless they make known the one who did the damage.

Sometimes girls leave water spigots open on leaving the bath-room. These cause overflow which seriously damages the rooms below. Such things result in damage from overflow of water. A fee of \$2.00 will be charged for every case of neglect. A fee of \$1.00 is charged in every case of leaving the laundry gas burning or the laundry spigots open. Carefulness in the use of another's property is an essential part of a student's training.

## GOVERNMENT

Beyond the expectation that the life of our students shall conform to the requirements of promptness and fidelity to duty, that they be, and act a lady at all times; that they exhibit that considerate regard for others which characterizes refined womanhood, we have few fixed rules.

This does not mean, however, that the young women are absolutely without restriction.

The Associate Dean has the personal oversight of the students who reside in College Hall and such house regulations are enjoined as are considered necessary to good order and good habits, and for securing the best educational results.

A persistent disregard of these regulations will forfeit the student's right to the privileges of the hall.

Parents will please note the following:

I. If they send their daughters or others, for whom they are responsible here, they must send them *wholly* subject to our government, for while under our care we must decide what is best, and not they.

II. Young ladies do not receive callers at the hall, except as the Associate Dean may deem correct. Men from a distance, strangers to us, however, well acquainted with the young lady or members of her family, will not be given permission to call unless they bring with them, or there is already on file with the Associate Dean, a letter of introduction from the parents or guardian of the young lady, which letter will be put on file with the Associate Dean for future reference.

III. Study hours are from 2:00 to 4:00 p. m., and from 7:00, (7:30 in late spring), to 9:45, during which time no visiting is permitted. This is essential to good study.

IV. Leaving the grounds is by permission of the Associate Dean. We must know where the young ladies are if we are to be responsible for them.

V. Parents often give permission to their daughters to go out to spend the night *in the city or neighborhood*. This may seem a simple permission to them, but we who know the situation better than they, deem this very unwise, and such permissions cannot be granted.

Sometimes a special invitation is extended a young lady to visit in an adjoining town. Such permissions depend upon the following conditions:

1. The parent's written permission sent the Associate Dean direct and not to the daughter.
2. The unreserved approval of both the Associate Dean and the Dean of Women.
3. The time required and whether any school work will be sacrificed.
4. If young ladies live close to the city they are permitted to go home somewhat often, provided they miss no lessons; but even this is not best, at least it is easily overdone.

Other regulations will be announced to students at the opening of each term, and at other times if needed.

We, therefore, very respectfully notify parents that when they send their daughters to the hall they must send them subject to the government of the hall; we can receive them on no other terms. If they wish special liberties granted their daughters we must know in advance what they are, for if they in any respect conflict with our hall government, they cannot be granted.



## PART IV

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### STUDENT ORGANIZATIONS

#### 1. LITERARY

THE VIRGINIAN LITERARY SOCIETY. This society has its own hall, 36x52 feet, handsomely finished and well furnished.

THE EROSOPHIAN LITERARY SOCIETY. This society has its own hall and has it handsomely finished, carpeted and furnished.

THE OUTLOOK DEBATING CLUB. This club is for young men only.

THE CICERONIAN DEBATING CLUB. This club is also exclusively for young men.

THE DEMOSTHENIAN CLUB. See under Department of Expression.

THE ZETA RHO EPSILON CLUB. This club is for both sexes.

PHYSICAL CULTURE CLUB. See under Department of Expression.

DIE DEUTSCHE GESELLSCHAFT. This also is for both sexes.

THE DRAMATIC CLUB. This club is a feature of the work in the Department of Expression and is for both sexes.

#### 2. RELIGIOUS

THE Y. M. C. A. AND THE Y. W. C. A. These organizations have their own hall, 36x41 feet, handsomely finished and furnished, well carpeted, and equipped with a new piano.

### ALUMNI ORATORICAL CONTEST

The class of 1908 offers an annual cash prize of \$20 to be given the successful competitor in an oratorical contest which is a part of the annual commencement programme.

This is an altogether commendable thing on the part of the class, and will, we doubt not, from year to year, create more and more enthusiasm in this worthy line of effort among the student body.

### INTER-SOCIETY CONTEST

This annual contest, one of *the features* of the literary life of the student body, has become a fixture among the public exercises of the commencement or pre-commencement season. The Virginian and the Erosophian Literary organizations are the contestants on this occasion, and the contesting classes are: Debate, Oration, Essay, and Reading.

## ATHLETICS

The greatest need under this head is that of a gymnasium. This need is really seriously felt in many ways, chief among which are:

1. An athletic "home" for the entire school, a building which not only contributes vitally to the physical, mental, and moral life of the student body, but which encourages and inspires the feeling of the "care and culture of the body" by offering opportunities for systematic physical culture and regular athletic sports when the weather prevents outdoor sports and recreation. The mental and moral discipline and training of youth is not only greatly simplified and made sane through the conveniences of the gymnasium (this is especially true of girls), *the very life* of a school draws *much* of its most wholesome pabulum *directly* from this source. Every state school in West Virginia should have a large gymnasium, *must* have it if state education is to keep pace with the state's most serious needs—an education that *educates* boys and girls, young men and young women, to realize the crying need of that influence among the masses whom the schools are to influence for good, which makes for healthier bodies and healthier minds through a systematic and scientific study of the means fundamentally contributory to that end.

The battle cry of the student body should be, meet the enemy of health—lack of wholesome exercise and of familiarity with the swimming pool with equipment for educating the body along with the mind.

Larger funds much more easily provided, an admirable coach, and a fine spirit are already assets at the command of the school; also a most encouraging record of games for the past year.

The following is a list of the games played up to the date of going to press:

## FOOTBALL

Marshall 6, Marietta 0.

Marshall 9, Ohio University 5.

Marshall 15, West Virginia University 17.

Marshall 32, Glenville 0.

Marshall 14, West Virginia Wesleyan College 0.

Marshall 50, Georgetown 0.

Two other games were scheduled but one was called off on account of rain and the other was called off by the visiting team.

The following is a brief statement of the work of the team which appeared in the *Herald-Dispatch* at the close of the football season:

The record of Marshall this year is a splendid tribute to the athletics of the institution. The 1911 season has proved among other things, that Marshall deserves to rank with any school of the state, or of this section of the country. Possessed of a sagacious and experienced coach in the person of Boyd Chambers, who has guided the team through several

seasons, the eleven had an enviable asset. In an abundant supply of raw material and a good assortment of seasoned players the institution was indeed prepared for a glorious season. Cognizant of these facts the athletic management set about arranging a schedule which it was expected would give the team a series of battles worthy of their strength. On some sides the arrangement of a schedule, in which was found many large schools, was looked upon as an error of generalship.

The record of the team has proven that big teams and worthy foes were just what was necessary to give honor to the team. Marshall was defeated twice in six games, but the defeats were both by university teams, and in each contest the matter of victory was doubtful.

Marshall has been among the foremost exponents of "new" football west of the Alleghenies, and it is to that style of play that a large degree of their success is attributed; especially when ranked against heavier teams who used the straight football of several years ago, did the green and white develop a signal superiority.

Not in any sense of the word a "one-man" team, the Marshall student eleven stands ready to give 'Cy' Young, the quarter-back, a large share of the glory that has come to the college through the prowess of its gridiron warriors. Young, throughout the season, has played a consistent, brilliant game, and one which marks him as one of the coming players of the football world.

The machinery of the Marshall eleven is something to be wondered at, something to be admired. On the rarest of occasions did the "play together" spirit break. The eleven fought as a single man, and as a giant. It was that feature that served more than anything else to enable the team to finish the season with the proudest record of any eleven that has yet represented the college.—*Huntington Herald-Dispatch*.

## BASEBALL

The following is the list of games scheduled at the opening of the season:

### ABROAD

- April 30—Beckley Institute 6, Marshall 18.
- May 1—Princeton 4, Marshall 9.
- May 2—Concord Normal 0, Marshall 5.
- May 3—Roanoke College 4, Marshall 2.
- May 4—Roanoke College 3, Marshall 7.
- May 28—Marietta 7, Marshall 4.
- May 29—West Virginia Wesleyan 1, Marshall 0, (five innings).
- May 30—Track Meet, second place.
- May 31—West Virginia Wesleyan 4, Marshall 9.
- June 1—Pennsboro 2, Marshall 4.

## AT HOME

April 27—All-Stars 1, Marshall 9.  
 May 10—West Virginia Wesleyan 3, Marshall 16.  
 May 11—Blue Sox 1, Marshall 3.  
 May 24—Ohio University 3, Marshall 5.  
 May 25—Ohio University 4, Marshall 22.  
 June 6—Field Day. Sophomores first; Young first.  
 June 7—Cincinnati University 2, Marshall 17.  
 June 8—Cincinnati University 1, Marshall 10.  
 June 10—Alumni 1, Marshall 7.  
 June 11—Cuban Stars 4, Marshall 3, (19 innings).

## GRADUATING CLASSES

SINCE MARSHALL WAS MADE A STATE SCHOOL

YEAR	FE-			YEAR	FE-		
	MALES	MALES	TOTAL		MALES	MALES	TOTAL
1870	3	1	4	1912	34	85	119
1871	3	6	9	1891	2	5	7
1872	4	7	11	1892	3	5	8
1873	8	1	9	1893	4	6	10
1874	0	0	0	1894	0	5	5
1875	5	9	14	1895	0	7	7
1876	8	7	15	1896	5	12	17
1877	5	9	14	1897	9	10	19
1878	4	4	8	1898	3	9	12
1879	5	5	10	1899	3	8	11
1880	6	9	15	1900	7	13	20
1881	0	0	0	1901	15	9	24
1882	2	2	4	1902	12	20	32
1883	1	3	4	1903	4	9	13
1884	4	4	8	1904	18	22	40
1885	4	4	8	1905	12	10	22
1886	7	8	15	1906	21	22	43
1887	2	4	6	1907	29	48	77
1888	3	9	12	1908	24	50	74
1889	3	6	9	1909	24	42	66
1890	1	5	6	1910	34	57	91
				1911	20	69	89
Totals					361	620	981

In spite of the greatly increased numbers in the graduating classes of late years the demand for teachers trained in this school increases more rapidly than the school can supply them. Every available member of the class of 1910, a class of 91 members, was "picked up" by the cities, towns, and better paying rural districts very soon after commencement, and "no" had to be returned to a number of calls for principals, and a much larger number of calls for teachers in the cities, towns, and rural districts of this state, to say nothing of calls from several other states, Ohio, Oregon, Washington, Virginia, Tennessee, Mississippi, Kentucky..

The 89 graduates of 1911 were located even more quickly than was the 1910 class, and as many more could have been placed.

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## BUILDINGS AND GROUNDS

### 1. BUILDINGS

These are located in the center of the school grounds on an elevation of about 20 feet above the surrounding streets, overlooking the entire campus, a good portion of the city, the Ohio hills on the north, and the West Virginia hills on the south.

Our school edifice now consists of a series of five buildings solidly connected, a continuous hallway extending from one end to the other.

The buildings have their main frontage on Third Avenue and on Sixteenth Street.

The Third Avenue or north frontage is about 400 feet in length and faces the Ohio River, two blocks distant, the Ohio hills looming up beyond.

The Sixteenth Street or west frontage is 140 feet in length, facing the main part of the city.

The secondary frontages are the Fifth Avenue, or south front, 400 feet, and the Seventeenth Street or east front, 55 feet.

The two eastern sections of the buildings, composed of three wings, 26x55 feet, 40x70 feet, and 40x73 feet, compose the ladies' dormitory sections, known as College Hall. Between these and other sections there is a heavy brick wall with no openings in it above the first floor.

The three western sections are given up exclusively to school purposes. These are, respectively, beginning with the most eastern, 70x78, 55x84, and 101x140 feet. All have been built since 1897, one excepted, and that one was thoroughly overhauled inside and out in 1899, thus making the entire series new and up to date in their appointments.

### 2. GROUNDS

The school grounds, located between Third Avenue on the north and College Avenue on the south, and between Sixteenth Street on the



CAMPUS SCENE, FIFTH AVENUE, N.Y.C.





west and Seventeenth Street on the east, two city blocks in length and one and one-half blocks in width, contain 16 acres of land, for which nature has done much toward adapting them for the purposes for which they have been appropriated.

Paralleling the longer dimensions of the grounds, (the eastern-western dimensions), and but two city blocks to the north, is the Ohio River; one block nearer on the same side is the B. & O. Railway, and bounding the northern front is Third Avenue, 100 feet wide, on which is the Ohio Valley Electric Railway, connecting the college with all parts of the city, with Guyandotte, four miles to the east; Ceredo, eight miles west; Kenova, ten miles; Catlettsburg, Ky., twelve miles; Clyffeside Park, with its beautiful groves and lake, fourteen miles; Ashland, sixteen miles, and Ironton, Ohio, twenty-one miles west, students from which centers and from the intermediate smaller towns landing from this railway at the northern gate of the college. This electric line brings Marshall College in immediate connection with the homes of about 75,000 people.

To the opposite side of the grounds (the Fifth Avenue, or south side), three blocks distant, is the C. & O. Railway, and one block distant is the Sixth Avenue branch of the Ohio Valley Electric Railway.

## ENROLLMENT

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### SESSION 1911-'12

#### GRADUATE STUDENTS—6

Blankenship, Lucian Walker.....	Huntington.
Brandebury, Helen Gertrude.....	Huntington.
Brockmeyer, Werneth E.....	Huntington.
Cobb, Minnie.....	Mercer's Bottom.
Garrett, Texie.....	Wayne.
Marrs, Aubrey Ridgway.....	Huntington.

#### SENIOR CLASS—121

NORMAL	ACADEMIC	EXPRESSION
Aaron, Sarah .....	Bluefield.	
Aliff, Jeter.....	Saint Albans.	
Alley, Uldene Steele.....	Huntington.	
Andrews, Ralph Nelson.....	Huntington.	
Archer, John Blazer.....	Beale.	
Baber, Matie Blosser.....	Huntington.	
Banks, Franklin Ricketts.....	Huntington.	
Bibb, Annie Kelley.....	Oak Hill.	
Bishop, Monad Atkinson.....	Spencer.	
Bloss, Jennie Alice.....	Huntington.	
Booth, Charles Edward.....	Byrnside.	
Bray, Alice Magnolia.....	Ronceverte.	
Brewster, Nellie.....	Lewisburg.	
Brinker, George Stanley.....	Letart.	
Bunch, Margaret.....	Guyandotte.	
Burdette, Ethel.....	Point Pleasant.	
Callard, Carl Ellis.....	Huntington.	
Callaway, Lucy Isabel.....	Huntington.	
Carder, Agnes Sydney.....	Huntington.	
Clark, Lenore Helen.....	Huntington.	
Coffman, Maybel Lena.....	Fort Spring.	
Cook, Merla.....	Huntington.	
Cornwell, Floyd Monroe.....	Thornton.	
Dame, Edith Lillian.....	Hinton.	
Dassonville, Verna.....	Spring Creek.	
Davis, Ada Marie.....	Huntington.	
Dillon, Lake Eria.....	Huntington.	

England, Robert Bee.....	Lindside.
Errett, Willa Ethel.....	Pond Lick.
Farmer, John Dunn.....	Bolt.
Farrar, Ardella Wright.....	Huntington.
Ferguson, Charles Wesley.....	Wayne.
Ferris, Garnette Pearl.....	Huntington.
Fortney, Lillian Belle.....	Dola.
Fulks, Garnette Eva.....	Huntington.
Gamble, Ward Edgar.....	New Martinsville.
Garrett, Joseph Smith.....	Wayne.
Good, Vida Fern.....	War Eagle.
Grant, Mary Martha.....	Ravenswood.
Gwinn, Lulu Ann.....	Porter.
Hagen, Julian Lamar.....	Huntington.
Halstead, Daisy Lillian.....	Huntington.
Halstead, Lettie Lena.....	Huntington.
Hannah, Mary Florence.....	Yelk.
Hansbarger, Gladys.....	Peterstown.
Harper, Hallie.....	Beckley.
Harris, Russie Lee.....	Huntington.
Hersey, Rexford Brammer.....	Guyandotte.
Hildreth, Benjamin Harrison.....	Tripett.
Honaker, Mamie Deloris.....	Scarbro.
Johnston, Ruth Powell.....	Bluefield.
Jones, Edith Agnes.....	Wolf Creek.
Kenney, Grace Marie.....	Huntington.
Keyser, Nelle.....	Lavalette.
Killingsworth, Arden George.....	Marlinton.
Koontz, Patrick D.....	Kesler's Cross-Lanes.
Labarre, Gilette Alice.....	Sistersville.
Lambert, Oscar Parmenas.....	Pennsboro.
Lee, Leonard Earle.....	Ravenswood.
Lee, Margaret Virginia.....	West Milford.
Lilly, Tracy Cyrus.....	Bluefield.
Love, Anna Virginia.....	Ona.
Lyon, George Marshall.....	Huntington.
McCann, Erma Thelma.....	Hurricane.
McColm, Nelle Kirker.....	Huntington.
McCormick, Gladys.....	Huntington.
McGuire, Jean Elizabeth.....	Lewisburg.
McKisson, Lulu Mary.....	Sistersville.
McLaughlin, George Minor.....	Huntington.
Mahood, Val Clare.....	Oak Hill.
Maxwell, Olive Cook.....	Chester.
Mercer, Mary Elizabeth.....	Chester.



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Millender, Lucy Fowble.....	Louisa, Ky.
Miller, Alice Adelle.....	Oak Hill.
Miller, Clyde Homer.....	Union.
Morris, Ossie Inez.....	Huntington.
Morrow, George Luther.....	Huntington.
Nunan, Agnes Vincent.....	Gary.
Painter, Ocie Katherine.....	Roseville.
Peters, Virginia Susanna.....	Barn.
Poff, Hazel Mae.....	Bluefield.
Powell, Erma Rita.....	Huntington.
Roberts, Hazel Lena.....	Huntington.
Rodgin, Anna.....	Bluefield.
Rogers, Melda Anne.....	Charleston.
Rouchey, Verna Mae.....	Sistersville.
Rousey, Heath Carr.....	Huntington.
Rousey, Schuyler Colfax.....	Huntington.
Sample, Emma Dixie.....	Huntington.
Saunders, Lucy Baker.....	Charleston.
Schlobohm, Lulu Pearl.....	Woodland.
Sheets, Lessie Lakin.....	Huntington.
Shingleton, Attie Floy.....	Friendly.
Shirkey, Sadie Catherine.....	Malden.
Smith, Josephine Harriet.....	Parkersburg.
Smith, Robin.....	Huntington.
Strickling, Charles William.....	Huntington.
Surgeon, Margaret Lois.....	Organ Cave.
Taft, Charlotte Lee.....	Huntington.
Talley, Earl Preston.....	Huntington.
Taylor, Bertha Armenta.....	Huntington.
Taylor, Elmer W.....	Barger Springs.
Temple, Nannie Agnes.....	Huntington.
Thurmond, Josephine.....	Alderson.
Tyler, Virginia McLean.....	Spilman.
Vickers, James Albert.....	Banco.
Wall, Thomas Henry.....	Huntington.
Watters, Myrtilla Virginia.....	Huntington.
Weber, Anna Amelia.....	Ronceverte.
Whieldon, Harold.....	Huntington.
Whiting, Olive Henrietta.....	Sistersville.
Wilkinson, Carrie Lucile.....	Huntington.
Willey, Norma Grant.....	Hinton.
Williams, Catherine Eloise.....	New Martinsville.
Williamson, Lida Katherine.....	Huntington.
Wilson, Beula Evelyn.....	New Richmond.
Wood, Charles Rowland.....	Huntington.
Yates, Wellington.....	Huntington.

## EXPRESSION

Heller, Edward J.....	Huntington.
Lee, Margaret Virginia.....	West Milford.
Totten, Pearl Amanda.....	Caldwell.

## JUNIOR CLASS—58

Amick, William.....	Richwood.
Bailes, James Elmer.....	Zela.
Bailey, Fred.....	Huntington.
Bailey, Tracy.....	Huntington.
Baldwin, Artie Naomi.....	Huntington.
Baldwin, Charles Buffington.....	Huntington.
Benedict, Hubert L.....	Hurricane.
Bland, Flora Mae.....	Huntington.
Burdette, Eunice Jane.....	Lock Seven.
Caldwell, Nicholas Smith.....	Huntington.
Callaway, Hila Edith.....	Marshes.
Chaffin, Chleo.....	Huntington.
Chambers, Bernard B.....	Dameron.
Chambers, Chester Cush.....	Pecks Mill.
Chambers, Inez Lavelett.....	Huntington.
Champe, Georgia Elizabeth.....	Montgomery.
Childers, Ross Charles.....	Huntington.
Clarke, Dana Russell.....	Graham Station.
Cokeley, Harlin R.....	Harrisville.
Cokeley, Lila May.....	Harrisville.
Curnutt, Delbert Edgar.....	Huntington.
Elliott, Charles Ernest.....	Hartley.
Ferguson, Helen K.....	Huntington.
Frampton, Charlie E.....	Huntington.
Gallaher, Ethel.....	Huntington.
Gallaspie, James Owen.....	Byrnside.
Garrett, Fred McClure.....	Wayne.
Good, Thomas Edison.....	Saint Albans.
Grose, Ethel.....	Fayetteville.
Grose, Georgia.....	Fayetteville.
Harrison, G. J.....	Ripley.
Heller, Edward J.....	Huntington.
Henley, Hannah T.....	Bramwell.
Higgins, Hugh.....	Sandyville.
Hill, Mary Lee.....	Huntington.
Hurd, Ferne Marguerite.....	Ashland, Ky.
Hypes, John Quincy.....	Poe.
Kearn, Alice Janet.....	Huntington.

Lambert, Herma Louise.....	Kenova.
Little, Eulalia.....	Bramwell.
Love, Ruth Dundas.....	Huntington.
McLaughlin, Grace Mabel.....	Hinton.
Marcum, Bessie Reah.....	Ceredo.
O'Neil, Ruth.....	Ashland, Ky.
Pine, Anna Tab.....	Princeton.
Reed, Bertha.....	Huntington.
Reeser, Nellie Elizabeth.....	Huntington.
Rider, Lucy Elizabeth.....	Huntington.
Riner, Lottie Grace.....	Braggville.
Ritz, Rosa Ella.....	Huntington.
Rowan, Lucille Nancy.....	Bramwell.
Ruckman, John.....	Borland.
Shingleton, Carroll Boyd.....	Friendly.
Stewart, Fay Jean.....	Ceredo.
White, Annie L.....	Lewisburg.
Whitley, Mildred.....	Huntington.
Wilcoxon, Ada Louise.....	Huntington.
Willis, Lloyd Russell.....	Chesapeake, Ohio.

### SOPHOMORE CLASS—115

Adams, Delila.....	Sutton.
Adkins, Edwin R.....	Midkiff.
Adkins, Roy D.....	Midkiff.
Amick, Richard Wallace.....	Richwood.
Barbour, Delbert.....	Lavalette.
Barton, Eula Goldie.....	Charleston.
Bearss, Omar Effinger.....	Guyandotte.
Bent, Ila.....	Huntington.
Blair, Julia Lenora.....	Huntington.
Bobbitt, John Verner.....	Lansing.
Brinker, Fred L.....	Huntington.
Brode, Lydon Irvin.....	Huntington.
Broh, Evelyn M.....	Huntington.
Butler, Lelia.....	Huntington.
Callahan, Jesse Julian.....	Huntington.
Cavendish, Virginia Grace.....	Huntington.
Clark, Amy Louise.....	Athalia, O.
Clark, Margaret Addie.....	Huntington.
Cobb, Elma.....	Mercer's Bottom.
Coffman, Carrie Eunice.....	Fort Spring.
Coffman, Harry L.....	Fort Spring.
Cornell, Grace.....	Williamstown.

Creel, Eleanor Elizabeth.....	Davisville.
Doolittle, Mac.....	Huntington.
Dorsey, Wiley Jason.....	Pearl.
Dusenberry, Virginia Anna.....	Guyandotte.
Eichert, Grace Kathryn.....	Huntington.
Elswick, Virginia.....	Artia, Va.
Ellis, Alfonsa Lee.....	Mountainsburg, Ark.
Feeley, Irene Darling.....	Huntington.
Feeney, Cecil Francis.....	Roanoke.
Ferguson, Josephus.....	Huntington.
Ferguson, Lillian E.....	Huntington.
Ferguson, Samuel J.....	Wayne.
Fleshman, Fred.....	Huntington.
Foster, Clifford.....	Hinton.
Fry, Thelma Evelyn.....	Guyandotte.
Glass, Anna Mabel.....	Sissonville.
Graham, Annie Scott.....	New Richmond.
Hackney, Orville.....	Walton.
Hainor, Pearl Beatrice.....	Huntington.
Halstead, Velper Herbert.....	Ramsey.
Hammond, Lillian.....	West Union.
Hannaman, Carrie R.....	Lock Seven.
Harrold, Grace Hazel.....	Huntington.
Helmick, Roy.....	Chesapeake, O.
Honaker, Marshie.....	Scarbro.
Huffman, Florence Edna.....	Pence Springs.
Huffman Hattie.....	Pence Springs.
Hull, C. F.....	Durbin.
Hunter, Anne Montgomery.....	Huntington.
Johnson, Kate.....	Bluefield.
Huey, Bess.....	Ravenswood.
Lambert, Henry Samuel.....	Kenova.
Lee, Raymond A.....	Parkersburg.
Livezey, Jesse Osberne.....	Ashton.
Lowry, Elmer Francis.....	Springdale.
McCoach, Elizabeth.....	Huntington.
Mace, Guelma M.....	Proctorville, O.
McGinnis, John W.....	Ellenboro.
Mees, Clara M.....	Mason.
Miller, John Craig.....	Huntington.
Miller, William Calvin.....	Hartford.
Moore, Winifrede.....	Shinnston.
Myers, Doris Ashely.....	Huntington.
Nuckles, Ina.....	Guyandotte.
Ollom, James Fred.....	Montgomery.

Owens, Christine.....	Guyandotte.
Percival, Dorothy Katrine.....	Kenova.
Perry, Thomas.....	Wayne.
Pringle, Eva.....	Cottageville.
Pullen, Joe W.....	Bradyville.
Quinlan, Emray.....	Huntington.
Ramser, Dolly Hazel.....	Charleston.
Ramsey, James Wallace.....	Huntington.
Ramsey, William J.....	Huntington.
Reeser, Edgar S.....	Huntington.
Reid, Paul Girard.....	Huntington.
Rider, Bertha Maude.....	Huntington.
Rider, Mattie Esther.....	Huntington.
Roush, Homer Eber.....	Letart.
Roush, William.....	Guyandotte.
Russell, Ruth Virginia.....	Huntington.
Sayre, Marie Jean.....	Angerona.
Sayre, Olson O.....	Letart.
Sedinger, Loren Henry.....	Guyandotte.
Shingleton, Presley.....	Friendly.
Silling, Lillian A.....	Huntington.
Simmons, Willie.....	Harrisville.
Smith, Maude.....	Bramwell.
Songer, Ida Myrtle.....	Guyandotte.
Stephenson, Leah Eugenia.....	Huntington.
Sullivan, J. M.....	
Terry, Irma M.....	Huntington.
Thomas, Ruth Ethel.....	New Haven, Conn.
Thornburg, Charles Irving.....	Huntington.
Trainor, Olive Margaret.....	Huntington.
Turner, Lois Leona.....	Huntington.
Van Bibber, Laura B.....	Huntington.
Vaughan, Eunice.....	Ashton.
Vorderbrueggen, John Charles.....	Proctor.
Wade, Nellie.....	Huntington.
Walton, Ethel V.....	Huntington.
Ward, R. P.....	Leon.
Weathers, Ethel Virginia.....	Huntington.
White, Mary Jane.....	Saint Cloud.
Wilson, Minter L.....	Cairo.
Winter, Beulah.....	Fairplain.
Winter, Corbin F.....	Fairplain.
Winters, Ernest Emile.....	Huntington.
Wood, Maude.....	Romont.
Yates, Gladys E.....	Huntington.



Young, Eutha.....	Huntington.
Young, Harry Killinger.....	Huntington.
Young, Mabel.....	Glen.

## FRESHMAN CLASS—329

Adkins, Golden.....	Martha.
Adkins, Lena.....	Charleston.
Adkins, Scudder.....	Lavalette.
Alderson, Okey M.....	Richwood.
Atkins, Mattie V.....	Huntington.
Bailey, Della.....	Manila.
Bailey, Myrtle May.....	Manila.
Ballard, Sherman H.....	Peterstown.
Banks, Charline.....	Huntington.
Barbour, Elizabeth.....	Lavalette.
Beaty, Minnie.....	Silverton.
Beckwith, Olivia.....	Cottageville.
Beddall, Samuel Alfred.....	Sprigg.
Bee, Willard E.....	Creston.
Bellows, Mabel Louise.....	Huntington.
Bias, Georgia.....	Huntington.
Billips, C. A.....	Tip Top, Va.
Blazer, Oretha V.....	Winona.
Bonar, Lee.....	Belleville.
Bondley, Lelia W.....	Kenova.
Bowling, William Rufus.....	Lewisburg.
Bradley, Arthur.....	Morehead, Ky.
Bridgeman, Carlton William.....	Huntington.
Brown, Eva Catherine.....	Green Sulphur Springs.
Brown, Lena Willard.....	Green Sulphur Springs.
Brown, Martha Louise.....	Kenova.
Brumfield, French.....	Lavalette.
Bryan, Naomi.....	Huntington.
Buchanan, Morrel.....	Lookout.
Bunch, Mary Eunice.....	Guyandotte.
Burdette, Winifred.....	Huntington.
Burgess, Adena C.....	Huntington.
Burgess, Elsie.....	Huntington.
Burgess, Emory Grady.....	Huntington.
Burks, Eunice Adella.....	Guyandotte.
Burns, Julia.....	Huntington.
Callison, Hayward C.....	Huntington.
Canterbury, Ora.....	Turtle Creek.
Carey, Arthur Carl.....	Huntington.

Carter, Thelma.....	Huntington.
Chambers, Paul.....	Huntington.
Chapman, Myrtle.....	Servia.
Christian, Grover C.....	Uno.
Christian, Walter V.....	Guyandotte.
Clark, Isabel Laird.....	Huntington.
Clark, Anna B.....	Union.
Cogar, Mamie.....	Webster Springs.
Coleman, Linnie.....	Charleston.
Colley, Harold.....	Huntington.
Coon, Ernest Edwin.....	Seth.
Connolly, Iva Dora.....	Huntington.
Cornwell, Donithorn.....	Huntington.
Cox, Lloyd Edgar.....	Gay.
Cox, Lulu Irene.....	Green Sulphur Springs.
Cummings, Genevieve.....	Guyandotte.
Custer, Elizabeth Kate.....	Raymond City.
Cyrus, John.....	Kenova.
Daniel, Anabel.....	Huntington.
Darnell, Ethel E.....	Walker.
Darnell, Mabel Noma.....	Walker.
Davidson, Clarence Morris.....	Chesapeake, O.
Dearman, Alfred M.....	Reedy.
Dearman, Austin E.....	Reedy.
Dearman, Delphia.....	Reedy.
Dearman, Kista.....	Reedy.
Dearman, O. W.....	Reedy.
Depue, Genevieve Blanche.....	Creston.
Desmond, Katie.....	Huntington.
Diehl, Irvin.....	Huntington.
Dinkle, Vernon A.....	Catlettsburg, Ky.
Divers, Chapman Lucas.....	Davy.
Dodd, Lucy A.....	Jumping Branch.
Dorsey, Wesley Franklin.....	Pearl.
Doss, Marjorie Catherine.....	Huntington.
Dowdy, Guy.....	Hunters Springs.
Dunkle, Paul Loren.....	Guyandotte.
Dunkle, Vernon A.....	Catlettsburg, Ky.
Dunn, Edith Lyle.....	Southside.
Eckard, Garry.....	Letart.
Edler, Earl Clarence.....	Huntington.
Edler, Pearl Louise.....	Huntington.
Ellis, Callard Carl.....	Huntington.
Emmons, Lillian H.....	Huntington.
Eskew, Russell Willis.....	Lucas.

Felton, Prudence Evelyn.....	Philippi.
Ferguson, John.....	Ferguson.
Ferguson, Roy Basil.....	Dickson.
Ferrell, Doyle Dewey.....	Looneyville.
Finley, Veva.....	Deep Valley.
Fisher, Clyde Orvil.....	Maggie.
Fisher, Homer Edison.....	Maggie.
Fleshman, Alma Leah.....	Fayetteville.
Flint, Aura V.....	Alderson.
Ford, Irene Ruth.....	Green Sulphur Springs.
Fortney, Blanche.....	Dola.
Fowler, Lizzie Beth.....	Huntington.
Fowler, Mildred M.....	Huntington.
Fowler, Roscoe Oren.....	Point Pleasant.
Gallaher, Avis Mabel.....	Huntington.
Gallier, Virgie Lee.....	Huntington.
Garrison, Joseph Delmore.....	Guyandotte.
Garrison, Julia.....	Guyandotte.
Geiger, Frances Anna.....	Huntington.
George, Mae Eva.....	Beckley.
Gillam, George E.....	Layland.
Ginther, Alice Mary.....	Hartford.
Goff, Mary.....	Triplett.
Grafton, Marguerite Davis.....	Fayetteville.
Grafton, Susan Evelyn.....	Divide.
Grass, Verna Pearl.....	Green Bottom.
Grass, Wilmer G.....	Green Bottom.
Griffith, Nina Agnes.....	Huntington.
Grose, Amy Elizabeth.....	Raleigh.
Groves, Andrew H.....	Ophelia.
Gustely, Lavinia M.....	Proctor.
Gustely, Linduff Leo.....	Welcome.
Gwinn, Willie Alexander.....	Spring Dale.
Hale, Janie Berkeley.....	Green Sulphur Springs.
Haning, Ethel.....	Poca.
Hanna, Zoe La Viers.....	Claremont.
Hannan, Mary Elizabeth.....	Huntington.
Hansford, Bessie.....	Vincent, O.
Harbour, Gordon Henry.....	Huntington.
Harbour, Helena Edna.....	Huntington.
Harper, John.....	Hendricks.
Harper, W. G.....	Jumping Branch.
Harrah, Stella Mae.....	Charleston.
Harwood, Nelle D.....	Huntington.
Hatch, Charles.....	Huntington.

Hatfield, Dan Sam.....	Eventon.
Haynes, Charles Pleasant.....	Bingham.
Haynes, Louise.....	Huntington.
Helmick, Carl Howard.....	Chesapeake, O.
Henderson, Charlie Bernard.....	Slanesville.
Hensley, Margaret.....	Huntington.
Hildreth, Golden Dale.....	Lumberport.
Hill, Georgiana.....	Point Pleasant.
Hill, Verna E.....	Huntington.
Hines, Carey.....	Huntington.
Hodge, Ruby.....	Barboursville.
Hogsett, Jennie.....	Blue Sulphur Springs.
Hollandsworth, Ivan G.....	Hurricane.
Holloway, Clyde G.....	Huntington.
Holstein, Ruth Ellenor.....	Guyandotte.
Honaker, Bess.....	Colcord.
Honaker, Lillian Russell.....	Huntington.
Hughes, Escar.....	Harriet.
Hughes, Florence.....	Spencer.
Hunter, Beda.....	Lavalette.
Hunter, Grover.....	Lavalette.
Hunter, Ora B.....	Dorothy.
Hyre, William Walter.....	Gay.
Jamotton, Aline Anna.....	Eckman.
Johnston, Edmond V.....	Huntington.
Johnston, Hazel V.....	Hamlin.
Jones, Richard Summer.....	Huntington.
Jones, Lawrence L.....	Huntington.
Jones, Thomas Selden.....	Huntington.
Jordan, Bessie Leona.....	Milton.
Keister, Alta.....	Glenwood.
Kelley, Marie.....	Huntington.
Kendle, Clay.....	Huntington.
Kenney, Charles Edwin.....	Clifty.
Kessell, C. Royall.....	Edison.
King, Irma Mae.....	Winfield.
Kiser, Earl Dulane.....	Huntington.
Lane, Benjamin Harrison.....	Parkersburg.
Lane, William Eugene.....	Parkersburg.
Lattimer, Jessie L.....	Liverpool.
Lawrence, Everett Virgil.....	Henderson.
Lawson, Germer.....	Huntington.
Lawson, Mona.....	New Haven.
Layfield, Harry.....	Harrisville.
Leftwich, Ruby Marie.....	Huntington.

Leonhart, James C.....	Huntington.
LeSage, Lucile Frances.....	LeSage.
LeSage, Ruth Marie.....	LeSage.
Lester, Clyde L.....	Fort Gay.
Lester, Max E.....	Fort Gay.
Lewis, Ida.....	Williamson.
Lilly, Florida.....	Madison.
Lilly, Lora Blanche.....	Madison.
Lyon, Mary Louise.....	Huntington.
McCoach, Agnes Elizabeth.....	Huntington.
McClure, Lillian Marjorie.....	Huntington.
McComas, Brooke.....	Manila.
Mace, Geuelma Marie.....	Proctorville, O.
McKinley, Thos. Holly.....	Huntington.
McLaughlin, Emmette.....	Packs Ferry.
McNeill, James Clyde.....	Sutton.
McParland, Rose.....	Huntington.
McVey, Clarence O.....	Victor.
Marrs, Vici.....	Lewisburg.
Massie, Stella.....	Raccoon.
Maynard, Della.....	East Lynn.
Meadows, Samuel M.....	Willowton.
Melton, Nanna Vandon.....	Poca.
Merrill, Myrta Pearl.....	Slate.
Milam, Marvin Carter.....	Sissonville.
Miller, Alfred Thurman.....	Turtle Creek.
Miller, Chester.....	Turtle Creek.
Miller, Mary Myrtle.....	Sinks Grove.
Miller, St. Clair.....	Low Gap.
Moore, James Edward.....	Kenova.
Moore, Samuel Reed.....	Edray.
Morrison, Frankie Isabell.....	Chesapeake, O.
Morrison, Lorrain Edwin.....	Vinton.
Morrison, Marguerite.....	Guyandotte.
Morrison, Rose Alice.....	Chesapeake, O.
Mugridge, Fay.....	New Haven.
Murphy, Frank.....	Guyandotte.
Nash, Annie L.....	Huntington.
Newcomb, Alta V.....	Huntington.
Newlon, Anna L.....	Spencer.
Newman, Ford S.....	Huntington.
Newman, Rush Carl.....	Creston.
Northcott, Amizetta.....	Huntington.
Ollom, Harlow G.....	Montgomery.
O'Neill, Marie.....	North Kenova, O.



Osborne, Lora Belle.....	Kenova.
Osburn, Maude.....	East Lynn.
Painter, Anna.....	Roseville.
Park, Carl Brook.....	Parkersburg.
Parsons, Chester M.....	Marigold.
Parsons, Charley.....	Marigold.
Parsons, Mandana.....	Huntington.
Parsons, May M.....	Ripley.
Perry, Fred Leonard.....	Huntington.
Perry, Mary.....	Huntington.
Perry, William.....	Wayne.
Phillips, David.....	Huntington.
Phillips, Rachel Alice.....	Huntington.
Pinnell, F. M.....	Ripley.
Pirrung, Kathryn.....	Hensley.
Prose, Sherlea Mae.....	Huntington.
Province, Grace B.....	Creston.
Rader, Clyde V.....	Huntington.
Ramsey, Clinton Fisk.....	Pool.
Reckard, Edgar Carpenter.....	Huntington.
Reed, Fred Willton.....	Procious.
Reynolds, Jewel Ora.....	Hurricane.
Rhoades, Clifford Ellis.....	Chelyan.
Riddle, Fannie L.....	Glen Alum.
Righter, Charles Russell.....	Sanoma.
Riley, Alma.....	Ripley.
Riley, Elsa Irene.....	Ripley.
Roberts, Eugene.....	Huntington.
Roberts, Narcissus.....	Huntington.
Roe, Charles Lisle.....	Huntington.
Rogers, Lillian.....	Cincinnati, O.
Rollyson, Willard.....	Guyandotte.
Rose, Baxter.....	Huntington.
Russell, Naomi.....	Huntington.
Rutledge, Virgil Alva.....	Poe.
Salmon, Martha Virginia.....	Guyandotte.
Sanns, John M.....	LeSage.
Sample, Emma Dixie.....	Huntington.
Sanborn, Audrey.....	Huntington.
Sanford, William D.....	Huntington.
Sayre, Floyd M.....	Ripley.
Sayre, M. M.....	Sweet Springs.
Scott, Mabel Elizabeth.....	Woods.
Sedinger, Guielma.....	Guyandotte.
Shannon, Lola.....	Dickson.

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Sharp, Ruth.....	Edray.
Shawver, Sam Tony.....	Divide.
Sheppard, Clyde Edwin.....	Parkersburg.
Sheppard, Ethel Beatrice.....	Palestine.
Sikes, Minnie Frances.....	Huntington.
Simmons, Gerald Brenton.....	Linden.
Simmons, Stanley Tenant.....	Loneoak.
Simms, Eva.....	Woodland.
Simms, Robert Marshall.....	Huntington.
Skaggs, Lemon A.....	Victor.
Skaggs, Raleigh H.....	Victor.
Skidmore, Hattie Leo.....	Frametown.
Smith, Golda E.....	Huntington.
Smith, Verla M.....	Huntington.
Sonnenberg, Mae Belle J.....	Huntington.
Spriegel, Delsie May.....	Charleston.
Spurlock, Carl Edwin.....	Wayne.
Spurlock, Carrie Bernice.....	Huntington.
Spurlock, Lonnie Arnold.....	Guyandotte.
Staats, Pearl Dura.....	Cottageville.
Steele, John Glen.....	Walker.
Stever, Lillian Alpha.....	Huntington.
Swan, Helen M.....	Huntington.
Swann, Gertie Maud.....	Barboursville.
Sweeney, Genevieve Margaret.....	Orlando.
Sweeney, Morton Frances.....	Orlando.
Tallman, Clay Spencer.....	Tariff.
Tallman, Mary.....	Seaman.
Tallman, Olive.....	Tariff.
Thackston, Edward Mahan.....	Huntington.
Thomas, Wilbur Phillip.....	Cameron.
Thompson, Verla.....	Huntington.
Thorn, Paul Castleton.....	Palestine.
Thornton, Fred.....	Huntington.
Titus, Roy.....	Huntington.
Totten, Pearl.....	Caldwell.
Trent, George Ervin.....	Huntington.
Trippett, Levi Everett.....	Big Bend.
Turley, Cynthia.....	Ona.
Tyler, Nancy Harwood.....	Spilman.
Warren, Charles Alva.....	Seth.
Watts, Letha Agnes.....	Huntington.
Watts, Mary Elaine.....	Huntington.
Weed, Will.....	Huntington.
Whieldon, Margaret Lucile.....	Huntington.

White, Dorsey Bryan.....	Huntington.
Whitley, Gould.....	Huntington.
Wigley, Wanita Gwendoline.....	Huntington.
Wiley, Lace.....	Huntington.
Wiley, Lizzie.....	Huntington.
Williams, Alvis.....	Keystone.
Williamson, Mabel May.....	Friendly.
Williamson, Mary Ellen.....	Huntington.
Wilson, Maude Lee.....	Millwood.
Winter, Alberta.....	Fairplain.
Wiseman, George Franklin.....	Cirtsville.
Wiseman, Harvey Edgar.....	Talcott.
Wood, Georgia Adelia.....	Huntington.
Wood, Helen Matilda.....	Huntington.
Woodrum, Armstrong.....	Talcott.
Wright, Alberta Anida.....	Ceredo.
Yates, Annie Elizabeth.....	Huntington.
Yoho, Beryl Floy.....	Woodland.
Young, Emma Pearl.....	Reedy.

### EXPRESSION DEPARTMENT—27

Blair, Julia.....	Huntington.
Clark, L. Helen.....	Huntington.
Cobb, Minnie.....	Mercer's Bottom.
Cokeley, Harlin R.....	Harrisville.
Cokeley, Lila May.....	Harrisville.
Davis, Lillian.....	Huntington.
Dearman, Kista.....	Reedy.
Ferguson, Roy B.....	Dickson.
Fields, Beatrice.....	Huntington.
Fitch, Anita.....	Huntington.
Foglesong, Mrs. Carole.....	Huntington.
Glick, S. J.....	Huntington.
Heller, Edward J.....	Huntington.
Hurd, Fern M.....	Ashland, Ky.
Jefferies, Birdie T.....	Kenova.
Justice, John.....	Huntington.
Lee, Margaret Virginia.....	West Milford.
Leftwich, Ruby Marie.....	Huntington.
Marple, Albert E.....	Huntington.
Marrs, Vici.....	Lewisburg.
Painter, Anna.....	Roseville.
Parsons, Chester W.....	Marigold.
Totten, Pearl.....	Caldwell.

Vickers, Lola.....	Huntington.
Walton, Vinson.....	Huntington.
Wilson, Maud.....	Millwood.
Yoho, Beryl.....	Woodland.

## MUSIC DEPARTMENT—113

Adams, Delila.....	Sutton.
Atkins, Mattie.....	Huntington.
Banks, Charline.....	Chesapeake, O.
Beckner, Marie.....	Huntington.
Bell, Lillian.....	Huntington.
Beuhring, Lucile.....	Huntington.
Blazer, Oretha.....	Winona.
Bossinger, Daphne.....	Huntington.
Bowen, Erma.....	Huntington.
Brockmeyer, Werneth.....	Huntington.
Bronson, Anna Marie.....	Huntington.
Brown, Eva.....	Green Sulphur Springs.
Burton, Owen.....	Huntington.
Callaway, Hila.....	Marshes.
Campbell, Ruth.....	Huntington.
Canterbury, Ora.....	Turtle Creek.
Carder, Agnes.....	Huntington.
Carroll, Maidie.....	Guyandotte.
Carter, Elizabeth.....	Huntington.
Cavendish, Virginia.....	Huntington.
Cherry, Mary Christine.....	Guyandotte.
Colbert, Ada.....	Huntington.
Cox, Lulu Irene.....	Green Sulphur Springs.
Crum, Mary.....	Huntington.
Cummings, Genevieve.....	Guyandotte.
Daniels, Mrs. L. F.....	Guyandotte.
Darnell, Noma.....	Walker.
Dearman, Kista.....	Reedy.
Rivers, Chapman.....	Hallsville.
Duncan, D. B.....	Artia, Va.
Ellswick, Virginia.....	Guyandotte.
Everett, Hallie.....	Guyandotte.
Felton, Prudence.....	Philippi.
Ferguson, Kathleen.....	Huntington.
Ferguson, Lillian.....	Huntington.
Fox, St. Elmo.....	Huntington.
Gardner, Agnes.....	Proctorville, O.
Gardner, Edith.....	Proctorville, O.

Gardner, Elizabeth.....	Proctorville, O.
Gardner, Louise.....	Proctorville, O.
Glick, Mrs. H. A.....	Huntington.
Grafton, Marguerite.....	Fayetteville.
Grafton, Susan E.....	Divide.
Graham, Annie.....	New Richmond.
Grose, Amy.....	Raleigh.
Gusteley, Lavinia.....	Welcome.
Hale, Janie.....	Green Sulphur Springs.
Hammond, Lillie.....	West Union.
Hamilton, Frances.....	Huntington.
Hanna, Zoe.....	Claremont.
Hannaman, Carrie.....	Elizabeth.
Henderson, Vena.....	Huntington.
Henning, Inez Corbly.....	Huntington.
Hewitt, Lina.....	Huntington.
Hiatt, A. J.....	Huntington.
Hoptonstall, Frances.....	Huntington.
Huey, Bess.....	Ravenswood.
Hutchinson, Helen.....	Huntington.
Jones, Mabel.....	Huntington.
King, Irma May.....	Winfield.
Leftwich, Ruby.....	Huntington.
Lewis, Ida.....	Williamson.
McElroy, Florence.....	Huntington.
Miller, Mary Myrtle.....	Sinks Grove.
Mills, Ada.....	Huntington.
Mitchell, Mrs. H. K.....	Chesapeake, O.
Morrow, Ruth.....	Huntington.
Nash, Annie L.....	Huntington.
Nease, Fern.....	Huntington.
O'Neill, Marie.....	South Point, O.
Pilcher, Mrs. H. E.....	Huntington.
Pirrung, Kathryn.....	Hensley.
Pollock, Mrs. Harry.....	Huntington.
Rayburn, Willis.....	Huntington.
Reed, Bertha.....	Huntington.
Reinwald, Ernest H.....	Huntington.
Reitz, Charlie.....	Huntington.
Reynolds, Jewel.....	Hurricane.
Rhoades, Clifford.....	Cheyenne.
Rifle, Lucile Chambers.....	Huntington.
Rigg, Beulah.....	Chesapeake, O.
Roe, Helen.....	Huntington.
Roe, Mrs. Ira.....	Huntington.



Shaffer, Alma.....	Bilgus, O.
Shank ,Marguerite.....	Huntington.
Shepherd, Urna.....	Guyandotte.
Sikes, Minnie.....	Huntington.
Smith, Ida Maude.....	Bramwell.
Smith, Robin.....	Huntington.
Smith, Verla.....	Huntington.
Stanley, Violet.....	Huntington.
Stevenson, Ruby.....	Huntington.
Tallman, Olive.....	Tariff.
Taylor, Bertha A.....	Huntington.
Thomas, Ethel.....	New Haven, Conn.
Thornburg, Josephine.....	Huntington.
Turley, Cynthiana.....	Ona.
Tyler, Nancy.....	Spilman.
Tyler, Virginia.....	Spilman.
Walkup, Etta.....	Rupert.
Weil, Lillian.....	Huntington.
Werninger, Mary R.....	Huntington.
Whieldon, Lucile.....	Huntington.
Whitaker, Marguerite.....	Huntington.
Whitaker, Mary.....	Huntington.
Whitley, Eva Fay.....	Huntington.
Williamson, Mabel May.....	Friendly.
Williamson, Mary Ellen.....	Huntington.
Winters, Estol.....	Chesapeake, O.
Worden, Evelyn.....	Guyandotte.
Wright, Mrs. F. E.....	Huntington.
Yates, Annie.....	Huntington.

## MODEL SCHOOL—221

## GRADE I—24.

Bailey, George	Helmick, Lewis
Bockway, Henderson	Handlin, Thelma
Cammack, Charles	Hagen, Elnore
Chambers, Gladys	Harris, Edgar
Donovan, Richard	Kinder, Marlin
Davis, Claud Austin	McCue, Lawson
Doolittle, Elizabeth	Offutt, Ed.
Edwards, Helen	Ritter, William
Farr, John	Seabaugh, Frances
Finnell, Jack	Seabaugh, Rosamond
Fox, James	Wyles, Juliet
Gebhardt, Edgar	Warth, Henry

## GRADE II—20.

Bockway, Beulah	Offutt, Frank
Bishop, Marjorie	Quesenberry, Mary
Baber, Elma	Reed, Margaret
Carter, Carol	Ritter, Lloyd
Epling, Louise	Skene, Agnes
Foster, Paul	Sikes, Flora
Groves, Virginia	Vinson, Taylor
Haynes, Daddie	Wylie, Chloe
Meeks, Gerald	Myers, Edwin
Maxwell, Jewell	Myers, Carolyn

## GRADE III—18.

Bronson, Charles	Handlin, Lois
Burns, Orin	Johns, Mary
Biggs, George	Locke, William
Baber, Elwin	Moore, Hallock
Campbell, Charles	Mann, Elsworth
Callard, Alfred	Rifle, Clifford
Cook, Ruth	Shuck, Frank
Egerton, Gene	Verlander, Nancy
Homrich, Celeste	Watts, Margaret

## GRADE IV—22.

Bronson, Annie <b>Mayree</b>	Mahan, Virginia
Enslow, Dorothy	Mills, Gorman
Evans, Emma	Norville, John
Emmons, Arthur	Quessenberry, Sylvia
Ferguson, Carr	Rettenward, Margaret
Gunther, Ethel	Smith, Arnold
Guthrie, Elizabeth	Taylor, Ruth
Henderson, Charles	Van Bibber, Rachel
Hite, Mary	Wood, John Eddy
Kelley, Dorothy	Woo, Harry
Moore, Vincent	Zeller, Margaret

## GRADE V—20.

Ashworth, Lily	Gunther, Fay
Bockway, Frank	Harrison, Lucien
Christian, Rosa	Helmick, Mary
Cavendish, Henry	Keathley, Georgia
Ferguson, Clarence	LeSage, Frank
Fitch, Mary	Macdonald, Donald
Gentry, Ada	Mills, Paul

Nuckols, Joe  
Rardin, James  
Saunders, William

Vickers, Lola  
Watts, Vickers  
Yates, Walter

## GRADE VI—32.

Bagley, Garland  
Connell, Carl  
Clark, Wyndham  
Carter, Elizabeth  
Campbell, Jennie Eloise  
Crouch, Lucile  
Cook, Eula  
Daniels, Ouida  
Earls, William  
Flangher, John  
Hagen, Mary  
Hankes, Imogene  
Hall, Park  
Lawrence, Kie  
Moreland, Hazel  
Myers, John

Murphy, Ruth  
Mynes, Mae  
Porter, Frank  
Patterson, Norma  
Pollock, Anyee  
Reed, Clarence  
Reed, Ruth  
Renner, Carolyn  
Sikes, Walter  
Smith, Ray  
Stafford, Georgia  
Smith, Dadah  
Smith, Beatrice  
Stevens, Lola  
Workman, Rosa  
Weider, Carl

## GRADE VII—B—29.

Atkinson, Parthenia  
Buffington, Carr Louise  
Carter, Dayton  
Clarke, Lewis  
Cavendish, Margaret  
Cox, Thelma  
Donovan, Ruth  
Emmons, Carleton  
Emmons, Howard  
Fitch, Gertrude  
Gregory, Jean  
Hiatt, A. J.  
Harrison, Mary  
Hicks, Xilphia  
Hoscher, Maude

Isaac, Margaret  
Jones, Edna  
Jenkins, Emma  
Mathews, Robert  
Marshall, Marie  
Mossman Sybil  
Morris, Taylor  
Robertson, Murry  
Riffle, Lucile  
Robinson, Leona  
Stevenson, Halda  
Winters, Andrew  
Winget, Walter  
Watts, Cecil

## GRADE VII—A—26.

Ansell, Irma  
Brammer, Orin  
Christian, Herbert  
Fitch, Carolyn  
Fischer, Clemens

Hatch, Charles  
Hall, Ray  
Ingram, Carl  
Jones, Lucien  
Leach, Roy

Myers, Russell

Pack, Ida

Pack, Charles

Perry, Mary

Rose, Baxter

Renner, Antoinette

Staats, Bessie

Staats, Hazel

Stafford, Evelyn

Simpson, Irvin

Starkey, Russell

Taylor, Nina

Wilson, Rachel

Wood, Bessie

Whitehead, Herchel

Watters, Hugh

## GRADE VIII—30.

Beasley, Clifford

Bowen, Garland

Beddall, Mary

Cammack, Howard

Cherry, Mary Christine

Clark, Marjorie

Coon, Ernest

Doolittle, Jean

Fitch, Anita

Ferguson, Kathleen

Flint, Aura

Harrison, Otis

Jordan, Reid

Kent, Geneva

Love, Paul

Lemons, Howard

McParland, Mary

McParland, Margaret

Nagel, William

Perry, Shelby

Queen, Samuel

Renner, Ernest

Rhodes, Clifford

Ramsey, Fletcher

Thornburg, Josephine

Vickers, Leonard

Wolcott, Byron

Worden, Evelyn

Workman, Chloe

Zeller, Sylvia

## SUMMER TERM, 1912

Adkins, Roy D.....Midkiff.

Adkins, E. R.....Midkiff.

Bent, Ila.....Huntington.

Bellows, Mabel L.....Huntington.

Bibb, Anna.....Oak Hill.

Brandebury, Helen.....Huntington.

Brinker, Stanley.....Letart.

Brown, Inez M.....Hinton.

Bull, James.....Sistersville.

Byus, Mollie.....Huntington.

Caldwell, N. Smith.....Huntington.

Chambers, Inez.....Huntington.

Christian, W. V.....Guyandotte.

Clark, Amy L.....Athalia, O.

Clark, Dana.....Graham.

Cobb, Elma.....Mercer's Bottom.

Coffman, Carrie.....Fort Springs.

---

Cokeley, Harlin R.....	Harrisville.
Cook, Merla.....	Huntington.
Cummings, Genevieve.....	Guyandotte.
Dorsey, Wesley F.....	Pearl.
Dorsey, W. J.....	Pearl.
Dusenberry, Virginia.....	Guyandotte.
Eckard, Garry.....	Letart.
Elliott, Charles E.....	Hartley.
Ferguson, Josephus.....	Spencer.
Ferguson, Roy B.....	Huntington.
Gallaspie, J. O.....	Huntington.
Garland, Aliff.....	Huntington.
Glass, Anna.....	Sissonville.
Graham, Hattie Rebecca.....	Belmont.
Grose, Ethel.....	Fayetteville.
Grose, Georgia.....	Fayetteville.
Groves, Andrew.....	Ophelia.
Halstead, Velper H.....	Ramsey.
Harwood, Nelle.....	Huntington.
Hill, Mary Lee.....	Huntington.
Hill, Verna.....	Huntington.
Honaker, Bess.....	Colcord.
Hull, C. F.....	Huntington.
Johnson, Kate.....	Bluefield.
Jones, Selden.....	Huntington.
Kessel, C. Royall.....	Edison.
Lambert, Henry S.....	Kenova.
Lambert, Herma Louise.....	Kenova.
Laughlin, Edna.....	Ravenswood.
Leonhart, James C.....	Huntington.
LeSage, Lucile.....	Huntington.
LeSage, Ruth.....	Huntington.
Lester, Clyde L.....	Fort Gay.
Lester, Max E.....	Fort Gay.
Lowry, Elmer F.....	Springdale.
McGuire, Jean Elizabeth.....	Lewisburg.
McIntosh, Fannie.....	Mason.
McKinley, F. H.....	Huntington.
McLaughlin, Grace.....	Hinton.
Marcum, Bessie.....	Ceredo.
Mees, Clara.....	Huntington.
Moore, James.....	Kenova.
Morris, Ossie I.....	Huntington.
Owens, Christine.....	Guyandotte.
Parsons, May.....	Ripley.



Percival, Dorothy.....	Kenova.
Perry, Lillian.....	Milton.
Perry, Thomas.....	Wayne.
Peters, Virginia.....	Barn.
Pine, Anna Tab.....	Princeton.
Pinnel, F. M.....	Ripley.
Pullen, J. W.....	Bradyville.
Ramsey, C. F.....	Huntington.
Reed, Fred.....	Procious.
Rider, Bertha.....	Huntington.
Rider, Mattie.....	Huntington.
Rousey, Schuyler.....	Huntington.
Roush, H. Eber.....	Letart.
Roush, William.....	Guyandotte.
Sayre, Floyd M.....	Ripley.
Sayre, Marie.....	Angerona.
Sayre, Olson O.....	Evans.
Shawver, Sam.....	Huntington.
Sheppard, Clyde.....	Parkersburg.
Shingleton, Carroll B.....	Friendly.
Sikes, Minnie.....	Huntington.
Simmons, William A.....	Harrisville.
Smith, Maude.....	Bramwell.
Smith, Sallie.....	Proctorville, O.
Stewart, Fay.....	Ceredo.
Van Bibber, Laura.....	Huntington.
Vaughan, Eunice.....	Huntington.
Wade, Nellie.....	Huntington.
Ward, R. P.....	Leon.
Whitley, Mildred.....	Huntington.
Wigner, Gladys.....	Huntington.
Wilkinson, Carrie.....	Huntington.
Winter, Beulah.....	Fairplain.
Winters, Ernest E.....	Huntington.
Wood, Maude.....	Romont.
Wright, Alberta.....	Ceredo.

## MUSIC DEPARTMENT

Bibb, Anna K.....	Oak Hill.
Brockmeyer, Werneth.....	Huntington.
Doolittle, Jean.....	Huntington.
Epling, Louise Barbara.....	Huntington.
Fox, St. Elmo.....	Huntington.

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Gholson, Mrs. Birdie.....	Ironton, O.
Huntington, Beatrice.....	Huntington.
Morrow, Ruth.....	Huntington.
Shepherd, Mrs. Urna.....	Guyandotte.



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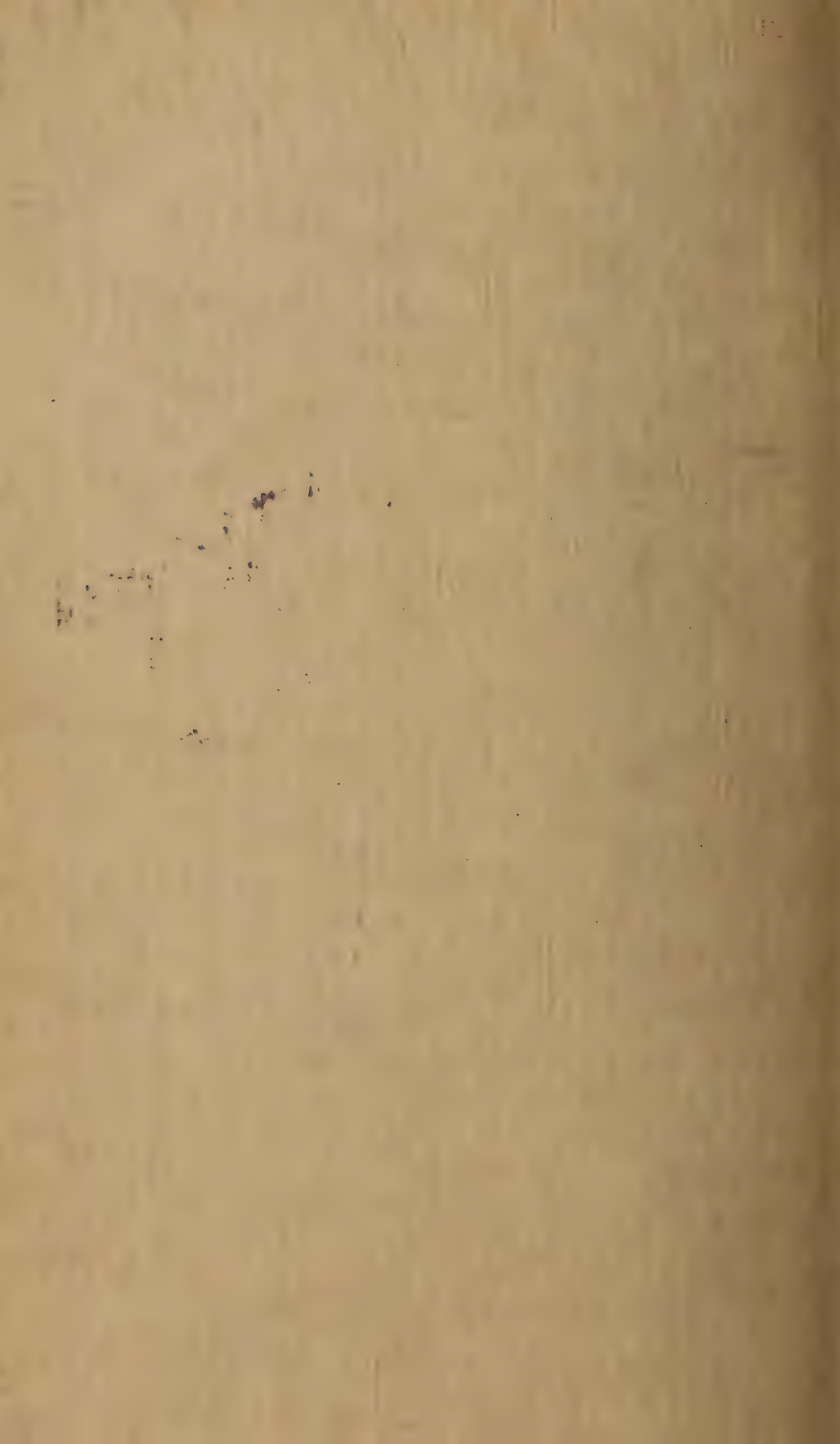
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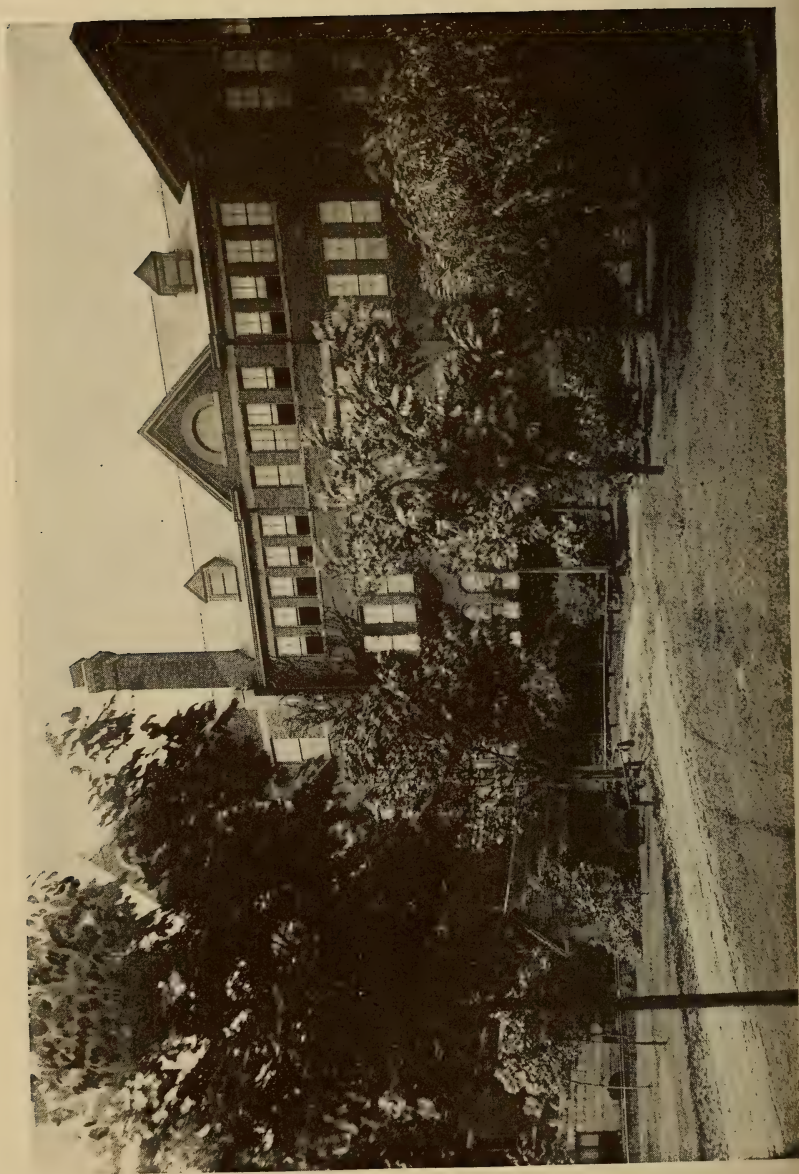












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# MARSHALL COLLEGE

A STATE NORMAL AND  
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1913

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HUNTINGTON, WEST VIRGINIA

# CALENDAR

---

## SESSION 1913-'14

---

### FALL SEMESTER, 1913-'14:

*OPENS.....TUESDAY, SEPTEMBER 16, 1913*

*CLOSES.....THURSDAY, JANUARY 29, 1914*

### SPRING SEMESTER, 1914:

*OPENS.....FRIDAY, JANUARY 30, 1914*

*CLOSES.....FRIDAY, JUNE 12, 1914*

### EASTER SEMI-SEMESTER, 1914:

*OPENS.....TUESDAY, MARCH 31, 1914*

*CLOSES.....FRIDAY, JUNE 12, 1914*

### SUMMER SEMI-SEMESTER, 1914:

*OPENS.....MONDAY, JUNE 15, 1914*

*CLOSES.....FRIDAY, AUGUST 7, 1914*

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### HOLIDAYS, 1913-'14

*THANKSGIVING.....NOVEMBER 27 TO 30, INCLUSIVE*

*CHRISTMAS.....DECEMBER 19 TO JANUARY 6, INCLUSIVE*

*WASHINGTON'S BIRTHDAY..FEBRUARY 19 TO 22, INCLUSIVE*

*EASTER RECESS..WEDNESDAY NOON MARCH 25 TO MARCH*

*30, INCLUSIVE*

## OFFICIAL BOARDS

---

1913-'14

### STATE BOARD OF CONTROL

403 Capitol Street

CHARLESTON, WEST VIRGINIA

---

In the management of educational institutions the State Board of Control has the direction of the financial and business affairs.

James S. Lakin, President, Business Man.....Charleston, W. Va.

W. M. O. Dawson, Ex-Governor.....Charleston, W. Va.

E. B. Stephenson, Treasurer, Physician.....Charleston, W. Va.

---

### STATE BOARD OF REGENTS

State Capitol

CHARLESTON, WEST VIRGINIA

---

In the management of educational institutions the State Board of Regents has charge of all matters of a purely scholastic nature.

M. P. Shawkey, President.....Charleston, W. Va.

State Superintendent of Schools

G. S. Laidley.....Charleston, W. Va.

Superintendent City Schools

G A. Northcott, Business Man.....Huntington, W. Va.

E. W. Oglebay, Business Man.....Wheeling, W. Va.

J. B. Finley, Business Man.....Parkersburg, W. Va.

## EXECUTIVE—IN THE SCHOOL

---

### SESSION 1913-'14

L. J. Corbly.....	President
C. E. Haworth.....	Vice President
Mrs. Naomi Everett.....	Dean of Women
Grace Felton.....	Secretary to the President
Ora B. Staats.....	Treasurer, Registrar and Associate Dean
Mrs. Elizabeth F. Myers.....	Librarian
* .....	Matron
Lilian Hackney.....	In Charge of Dormitory Requisitions
Sankey B. Dean.....	Mechanic and Head Janitor
David Lykins.....	In Charge of Furnaces and Grounds
Hamilton Pollock.....	Night Watchman

\* Not selected at this writing.

## THE FACULTY

---

### SESSION 1912-'13

---

1. L. J. CORBLY, *President*.....*Psychology*  
West Virginia Normal School, State University; Universities of  
Halle and Berlin, Germany.

#### ENGLISH

2. C. E. HAWORTH, *Vice President* .....*Literature*  
Colgate University, A. B., A. M.; Chicago University.
3. W. H. FRANKLIN, *Rhetoric and Literature*.  
Allegheny College, A. B.; Harvard.
4. EULA RICHTER HARRIS, *Rhetoric*.  
Western College for Women; Ohio State University, A. B.

#### HISTORY

5. MRS. NAOMI EVERETT, *History and Economics*.  
Steubenville Seminary; University of Chicago, Ph. B.; University  
of Sorbonne, France.

#### EDUCATION

6. ANNA S. CUMMINGS, *Normal Professional Subjects*.  
Colby University, A. B., A. M.; Leland Stanford Jr. University;  
University of Grenoble and the Sorbonne, Paris.
7. HARRIET LYON, *Supervisor Model School*.  
Edinboro State Normal Training School, B. E. D., M. E. D.;  
Inter-State School of Methods; Work under Col. Parker,  
Thomas Balliet, and Alexandre Fry.
8. EMMA R. PARKER, *Grade 8, Model School*.  
Greensboro Female College, and University of North Carolina.
9. HATTIE E. TUDOR, *Grades 6 and 7, Model School*.  
High School and Normal School Preparation.



10. **KATHARINE STAATS**, *Grade 5, Model School.*  
Marshall College, (Class 1904).
11. **NELLIE P. OSGOOD**, *Grade 4, Model School.*  
Marshall College, (Class 1900).
12. **ONA ULLMAN**, *Grades 2 and 3, Model School.*  
Kindergarten, High School, and some College Training.
13. **LILLIAN ISBEL**, *Grade 1, Model School.*  
Marshall College, (Class 1892); Teachers' College (Columbia University).
14. **HALLIE HARPER**, *Grade 8, B. Division.*  
Marshall College (Class 1912).

#### *MATHEMATICS*

15. **LILIAN HACKNEY.**  
West Va. University, A. B.; Ohio Wesleyan; Cornell; Columbia.
16. **ANNA L. DENOON.**  
Marietta College, A. B.
17. **ELLEN E. POTTBERG.**  
Bryn Mawr College, A. B.

#### *GREEK*

18. **HARRIET D. JOHNSON.**  
Denison University, A. B.; Chicago University.

#### *ART*

19. **E. E. MYERS.**  
Pittsburg, Cincinnati, Harvard, and New York University Schools of Art.

#### *GERMAN*

20. **OLLA STEVENSON.**  
Northwestern University, A. B., A. M.

#### *FRENCH*

21. **ELIZABETH W. COLWELL.**  
Vassar College, A. B.; Radcliffe, A. M.

#### *GEOLOGY AND GEOGRAPHY*

22. **FRANCES C. BURGESS.**  
Marshall College, (Class 1889); Chicago University, Ph. B.

## PHYSICS AND CHEMISTRY

23. R. M. WYLIE.  
Denison University, A. B., A. M.

## LATIN

24. R. J. LARGENT.  
West Va. University, A. B.; Cornell; Harvard.
25. B. B. CHAMBERS.  
Marshall College (Class 1901); Denison University, A. B.
26. LOUISE WATSON.  
Bryn Mawr College, A. B.

## BIOLOGY

27. RACHEL E. HOFFSTADT.  
Indiana State Normal; Hanover College, B. S.; Chicago University, M. S.

## REVIEW WORK

28. EDGAR B. SIMS.  
West Liberty State Normal School.

## MUSIC

29. MILDRED MACGEORGE, *Head of Department.....Piano*  
Student three years in Berlin, Germany, under Hugo Kaun, Alberta Jonas, and Walter Weyrowetz.
30. EFFIE MAY WILSON, *Piano*.  
William Woods College, A. B.; Graduate of Cincinnati Conservatory of Music.
31. MABEL K. MCCORKLE, *Piano*.  
Moffat McClaurin Institute; Centenary College, A. B.; Meridian School of Music; Cincinnati Conservatory of Music.
32. LOUISE FAY HAWORTH, *Head of Voice Division*.  
Private Study, New York City under Marie Bissell, Armour Galloway, Oscar Sanger.

## EXPRESSION

33. SWANNIE E. TAYLOR.  
Graduate of Millersburg Female College, and of the Boston School of Expression.

## STANDING COMMITTEES

---

### I. CLASS OFFICERS

---

CLASS OF 1913—Miss Colwell and Miss Stevenson.  
CLASS OF 1914—Miss DeNoon and Mr. Franklin.  
CLASS OF 1915—Miss Burgess and Mr. Largent.  
CLASS OF 1916—Miss Johnson and Mr. Wylie.  
CLASS OF 1917—Mr. Adamson and Miss Marshall.  
CLASS OF 1918—Mr. Corbly and Miss Pottberg.  
IRREGULAR—Miss Donaldson, Miss Wilson, and Miss Taylor.

### II. GENERAL

SESSION 1913-'14

1. PRINTING—Mr. Franklin and Mr. Corbly.
2. LIBRARY—Dr. Haworth, Mr. Adamson, and Mrs. Myers.
3. RECITATION SCHEDULES—Miss Hackney and Mr. Corbly.
4. CREDITS—Miss Hackney and the Heads of Departments.
5. STUDENT SOCIALS—The Associate Dean and the Matron.
6. BOARDING—Mr. Franklin, Miss Staats, and Miss Felton.
7. GRADUATION—The Class Officers of the Class and Miss Hackney.
8. COMMENCEMENT—The Executive Council and the Senior Class Officers.
9. PUBLIC EXERCISES—Miss Johnson, Mr. Largent, and Miss DeNoon.
10. EXAMINATION SCHEDULE—Miss Cummings, Miss Hackney, and Miss Hoffstadt.
11. SPECIAL EXAMINATIONS—Mr. Wylie, Miss Johnson, and Miss Pottberg.
12. ATHLETICS—For Young Men—Mr. Chambers, Mr. Wylie, Mr. Franklin, and Mr. Adamson.
13. ATHLETICS—For Young Women—Mrs. Everett, Miss Cummings, Miss Staats, Miss Pottberg, and Miss Donaldson.
14. ALUMNI—Miss Burgess, Miss Donaldson, Miss Isbel, and Miss Osgood.
15. CHAPEL EXERCISES—Dr. Haworth, Miss Cummings, Miss Burgess, and Miss Hoffstadt.

16. CARE OF GROUNDS—Miss Colwell, Miss Staats, Mr. Franklin, and Mr. Corbly.
17. CARE OF BUILDINGS—Miss Felton, Miss Hackney, Miss Macgeorge, and Mr. Dean.
18. REGISTRATION—Mr. Corbly, Miss Hackney, Mr. Wylie, Miss Johnson, Miss Colwell, Miss DeNoon, Mr. Adamson, Miss Fuller, and Miss Macgeorge.
19. ENROLLMENT—Mr. Franklin, Mr. Largent, Miss Stevenson, Miss Hoffstadt, Miss Pottberg, Miss Marshall, Miss Donaldson, Miss Wilson, and Miss McCorkle.

### III. EXECUTIVE

1. EXECUTIVE COUNCIL—Mr. Corbly, Dr. Haworth, Mrs. Everett, Miss Cummings, Miss Hackney, and Mr. Myers.
2. ATHLETIC BOARD—Mr. Chambers, Mr. Corbly, Dr. Haworth, Mr. Adamson, Miss Johnson, Miss Staats, and Miss Felton.
3. REPAIRS, IMPROVEMENTS, and NEW BUILDINGS—Mr Wylie, Mr. Corbly, Dr. Haworth, Mr. Franklin, Miss Hackney and Miss Colwell.

### IV. COLLEGE HALL

1. DINING ROOM—The Matron and Miss Johnson.
2. DORMITORY REQUISITIONS—Miss Hackney.
3. HOUSE COMMITTEE—Miss Staats, Miss Hackney, and the Matron.

---

## DUTIES OF STANDING COMMITTEES.

### 1. CLASS OFFICERS

By way of explanation it may be stated that a committee of *two*, known as *Class Officers*, selected by the president of the school from the faculty, are appointed to look after the interests of each class, Freshman, Sophomore, etc., and to serve as the advisers and counsellors of the individual members of the class and the class as a whole, during their entire school life. Upon this committee depends in a very large measure the size, proficiency, and educational, moral, and social standards of the class, since the educational life of this student organization at a critical period of their career is directed and shaped in no small degree by the counsels and standards of the class officers to whom these students are assigned when they enter school. Of course a student remains under the same class officers only on condition that he maintain his class standing and keep up his attendance.

The duties of these "Class Officer" committees, briefly stated, are:

(1.) To keep a complete, accurate, and up-to-date record of each member of the class in the following details kept on a card for that purpose, known as a Class Officer's Card.

a. Age. House number in the city in which he lives or is rooming. The *name of the family* (if he does not live in the city) with whom he has his room.

b. His *home address* (P. O., County, and State). The *name of his father* (of his mother, if the father be not living; of his guardian, if neither parent be living).

c. The *date of his entry* for the current year.

d. A list of the studies assigned him by the Enrollment Committee. A record of any changes made in that list and when and why. A complete and accurate list of his studies kept up to date.

(2.) To keep in sufficiently close touch with him and his work to know whether he is succeeding or failing, whether his general bearing and conduct are in harmony with requirements, and whether he is sick if out of school, and if so, whether in need of attention.

(3.) To advise, counsel and direct when called upon or when evidently in need of any of these, either as individual or as a class.

(4.) To have general charge and oversight of all class functions, especially if of a public nature.

(5.) To have general charge of the commencement exercises of the class.

## 2. GENERAL COMMITTEES

The duties of these committees are so evident that details are not necessary, except those of the *Registration* and the *Enrollment* committees. In case any other of these committees is in doubt as to its duties it will make its doubts known to the president, for every committee is expected to enter upon its duties promptly with the opening of the session and diligently perform them.

THE REGISTRATION COMMITTEE has for its duties the following:

(1.) To advise students in the selection of their courses of study (if there be any indecision or un wisdom evident on their part), and to assign them their work.

(2.) To assign to each student his *class rank* and issue to him his *class rank* card.

THE ENROLLMENT COMMITTEE'S duties consist in making out the various cards and other blanks connected with enrollment (except *class rank* cards), filling in the studies assigned on the *enrollment* card, and getting new students in touch with their work.





Close View From South-West Side.



View From South-West Corner of the Campus.

The Registration and Enrollment committees combine the work formerly done in a more or less unsatisfactory way on enrollment day. Both committees have important and exacting duties, and are expected to be in the city ready for duty the day before the opening of each semester and semi-semester—on “enrollment days.”

The faculty of the summer semi-semester will constitute both the *Registration* and the *Enrollment* committees for that term, and will be assigned their respective duties from year to year by the president.

### 3. EXECUTIVE

THE EXECUTIVE COUNCIL is the highest executive body of the school so far as authority is vested in the faculty. It is made up of the more mature and experienced members of the faculty, and is appointed by the president; properly speaking, it constitutes the cabinet in the administration of the affairs of the school.

All matters calling for deliberate and matured consideration uncolored by bias or natural prejudice, especially such as involve in a greater or less degree the policy of the school, are referred to this body, rather than to a full meeting of the faculty, for reasons of dispatch as well as of deliberation.

The ATHLETIC BOARD has been created for three purposes:

- a. To better organize the work of athletics.
- b. To put a larger number of the faculty in close touch with athletics.
- c. To give the president of the school a better grasp of all problems coming up under this head, and at the same time, to get the advice of dependable members of the faculty concerning these problems.

This *Board* will be the one through which our *State Boards* will deal with the Athletic situation at this school, hence its powers and decisions are final so far as the school's authority goes. Properly speaking, it is the athletic cabinet, and even the Executive Council will not interfere in its deliberations and decisions.

NOTE.—*Every Student* will be assigned to some class officer on the day of his enrollment, no matter in what department, or whether special or regular. This has been found necessary in order to keep the faculty posted as to whether every student is doing his work as per assignment on enrollment, as per requirement of standards of class work, and whether he is attending his classes regularly—in short, in order that the faculty may keep in close touch with every student's work, attendance, and general bearing and conduct.

*Every Student* will be required to enroll for, and do regularly, a certain amount of work. To this end a *Minimum Week's Work* has been decided upon, see index under the heading “*A Week's Work*” for page on which this matter is outlined.

# INFORMATIONAL

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## 1. THE NAME

Marshall College is not, as yet, a "degree-conferring" institution, indeed, is not a "college" in the accepted meaning of that term. Some one may ask, Why the name "Marshall College"? Answer: It received the name because the trustees had decided, at the time it was given, 1856, to change it from an "academy" to a "college," and eleven years later, 1867, when the school passed from private to state control, the legislature voted to retain the name "Marshall College," which, therefore, is the legal as well as the "sentiment" name, and a name its friends and promoters sincerely hope to make good as soon as possible.

## 2. HISTORY

"Marshall Academy" was established in 1837, shortly after the death of Chief Justice John Marshall, of the Supreme Court of the United States, in whose honor the school was named. It was organized as a private institution. In 1856 the work of the "Academy" was enlarged and re-organized, and the name changed to "Marshall College."

Soon afterward came the stormy days of the Civil War; and this part of the South being on the borderland of sectional strife between the combatants of that terrible conflict, a strife that resulted in the division of the historic state of "Virginia" into two states, "Virginia" and "West Virginia," naturally the fortunes of the school became deeply involved. So serious was the situation that, after exhausting all other available resources, a number of leading citizens in this section of the new state of "West Virginia" succeeded in having the legislature take it over as a "State" Normal and Academic School, "normal" in name, but wholly "academic" in organization and in fact, and such it remained with varying fortunes and successes, save a little teaching of "pedagogy," "school management," etc., till 1897, when the beginnings of a "primary school" of one grade were put in operation; but the state refused to support it, and, accordingly, this nucleus was abandoned, after two years of unappreciated effort to develop the "normal training" feature, and the school continued as an academic institution as before.

In 1902 the Department of Education was organized, and a "model," or "practice" school for teachers was opened, thus adding to the academic work of the school a professional department for the training of teachers for the public schools of the state. The nature and extent of the work of this department may be noted under the index heading, "Department of Education."



The school now offers the following courses of study, details concerning which are given under their respective index headings:

1. A course of *six years*: Four years of "secondary academic" work and *two years* of "normal and academic" work of *college grade*, the last two years known as the "Normal Course."

2. A course of *six years*: Four years of "secondary academic" work and *two years'* work of *college grade* so arranged that the student upon completing it will have had sufficient work in psychology, history of education and a few kindred subjects to equip him for teaching should he so elect and yet suffer no shrinkage in his credits should he complete his college work.

3. A three-year course in art.

4. A five-year course in piano.

5. A three-year course in voice.

6. A three-year course in expression.

7. A two-year course in Public School music.

The work of these *six courses* of *study* is organized under the following heads:

- |            |                           |
|------------|---------------------------|
| 1. Art     | 8. History                |
| 2. Latin   | 9. Biology                |
| 3. Greek   | 10. Physics               |
| 4. Music   | 11. Chemistry             |
| 5. French  | 12. Education             |
| 6. German  | 13. Expression            |
| 7. English | 14. Mathematics           |
|            | 15. Geography and Geology |

### 3. SOURCES OF INCOME

Since Marshall College is a state institution, essentially its chief source of financial support is the State of West Virginia. The total income is derived from two sources: Appropriations, and student fees. For appropriations the school depends upon the bi-ennial sessions of the State Legislature, which are held each alternate winter, odd years. These bi-ennial "allowances" for the current bi-ennial period, also for the three-quarter year, are:

	$\frac{3}{4}$ year		
	1912-'13	1913-'14	1914-'15
Repairs and improvements.....	\$ 3,000	\$ 6,000	\$ 6,000
Current Expenses.....	7,000	9,000	9,000
Buildings .....	15,000	15,000	15,000
Salaries .....	28,000	40,000	40,000
Total .....	\$53,000	\$70,000	\$70,000



The figures for 1913-'15 exceed those for the previous bi-ennial period by the following per cents:

Repairs and Improvements.....	100	per cent.
Current Expense.....	50	per cent.
Salaries .....	61.5	per cent.

The " $\frac{3}{4}$  year" referred to above is due to the change in the beginning of the "fiscal year" from *October first* to *July first* to correspond with the "school year."

The school has had no other "building appropriation" since 1905, except a small amount for furnishing the third story of the "1906 building."

In addition to the legislative appropriations for the school are the "student fees" in the various departments which vary, essentially, from year to year from changes in the "schedule of fees" and in the attendance. For the session of 1911-'12 these fees showed the following footings, (at this writing the fees for the session of 1912-'13 have not all been collected):

1. Enrollment Fees.....	\$ 2,840.00
2. Model School Tuitions.....	2,982.00
3. Expression Department Tuitions.....	680.00
4. Non-West Virginia Students' Tuitions.....	72.00
5. Music Department Tuitions.....	3,552.19
6. Laboratory Fees.....	457.00
7. Athletic Fees.....	1,083.25
8. Cloak Room Fees.....	345.75
9. Dormitory Room-Rent.....	1,369.25
Total .....	\$13,381.44

These fees are devoted to the following purposes:

No. 1. Wholly at the discretion of the Board of Control—lectures of especial value to the students, teacher's salaries, repairs, etc.

No. 2. To pay salaries in the Model School.

No. 3. To pay the "expression" teacher's salary.

No. 4. Same as No. 1.

No. 5. To pay salaries and other expenses connected with the music department.

No. 6. To buy apparatus for the laboratories.

No. 7. To aid the athletic association.

No. 8. To pay cloak-room keepers.

No. 9. To furnish the dormitory and keep it in repair.

#### 4. SAFE-GUARDING THE FUNDS

All fees received, for whatever purposes, are recorded by the treasurer on blanks furnished by the Board of Control, and are forwarded monthly to that Board, by whom all moneys are expended and all bills

paid, save alone certain small urgency expenses, which are paid out of what is known as a "Two Hundred Dollar Fund" furnished the treasurer by the Board, and for every cent of which receipted bills are sent the Board.

On receipt of every fee that comes into the treasury of the school through the "fee" channel the following items are entered on the records prepared for that purpose by the Board:

1. Date of receipt of the fee.
2. Name of the student paying the fee.
3. On what account paid.
4. Amount of the fee.

These blanks, 14x28 inches, ruled to suit each institution, show at a glance the detailed records of every fee received.

The president of the school gives personal bond in the sum of several thousand dollars (the amount of the bond depending, of course, on the funds handled) to the Board of Control for the safe handling of the funds of the institution.

All expenditures except emergencies must first be approved by the Board of Control per requisition made on them. All bills are made out in duplicate form; one goes to the Board with the "stamped" approval of the head of the school, and the other is kept on file in the treasurer's office. Checks drawn by the State Auditor upon the State Treasurer are sent to the head of the school who becomes responsible for the prompt and proper delivery of them to those in whose name they are drawn.

The per capita cost, per student, of enrollment at this school was lower for the last bi-ennial period than for any other state school, the amounts being per year:

Session 1910-'11.....	\$62.57
Session 1911-'12.....	62.72

## 5. GOVERNMENT

As far as possible government is as little removed from the individual as is consistent with orderly behavior, gentlemanly habits, and reasonable application among the student body. The individual teacher is supposed to handle all matters affecting his relations with his students in school work if possible, appeals to the president being a last *rare* resort.

Each class (the "Class of 1914," "Class of 1915," etc.,) has two "class officers" assigned it by the president of the school, in its freshman year. These two officers are the personal advisers of the class in all matters affecting its organization, its policy, its public exercises, etc. These officers seat the class in chapel, are responsible as far as possible for the general conduct of the class, and are held accountable

by the president of the school for keeping in close touch with the work and attendance of each member of the class, for keeping a continuous record of the studies and class standing of each member, for seeing that his studies are properly selected, coordinated in time and in subject chosen, and the work done in proper sequence. These "class officers" serve and direct the class through its entire course from "freshman entrance" through the "senior year," and become, in a very considerable degree, responsible for the size and character of the class on graduation day. Certain phases of correction and discipline essentially fall to their lot as "class officers."

The "Faculty" as a body is the next higher authority above the "class officers" in point of discipline and responsibility. They meet weekly after the close of school on Fridays.

The "Executive Council," composed of three men and three women, the more mature and experienced of the faculty, of which body the president of the school is, ex-officio, chairman, ranks highest in point of authority and disciplinary powers. Its members are appointed by the president, and meet at his call, or at the request of any three members, (of one member if urgent). This is a very effective, and, at the same time, a very "give and take" kind of executive body, one that has fully justified the venture of its creation, which dates from the opening of the 1912-'13 session.

To the president of the school, however, is left, by a kind of "un-written consent," the duty and the responsibility of all direction and discipline which can be wisely entrusted to "one man" power; this, both for the sake of expedition and of proportionately placed authority and responsibility.

Suspensions are by no means frequent, indeed they occur seldom and only for brief periods; but no limits are placed on either frequency or time.

Expulsions are almost unknown; but here, too, nothing precludes either frequency or dispatch (save alone a personal and pronounced disapproval of such methods) except in *extreme* cases. Few features of control over others are so effective as—a sincere belief, on the part of those one would control, in the justness of the motives and the judgment of the one who seeks to control, an abiding conviction that justice will be meted out with courage and with dispatch, and a feeling that deliberation, tempered with calmness, consideration and sympathy, will never give way to haste or bitterness.

## 6. THE SCHOOL YEAR

The "School Year" or "Session," is divided into "semesters" and "half-semester," known as "semesters" and "semi-semesters." The Fall Semester opens on the Tuesday nearest the middle of September, and closes on the last Thursday of January. The Spring Semester opens on the day following the close of the Fall Semester, and closes on the Tuesday nearest the 10th of June.

The Easter Semi-Semester opens on the Tuesday nearest the first day of April, and closes on the Tuesday nearest the 10th of June, a *ten weeks' term*. The Summer Semi-Semester opens on the days following the close of the Spring Semester and continues *nine weeks*.

## 7. CLASS-RANK CARDS

### CERTIFICATES AND DIPLOMAS

"Class-Rank Cards" will hereafter be issued to each student on the completion of any *year's* work of the courses. These cards will cover the following:

1. Each grade of the Model School.
2. The Sub-Freshman Year.
3. The Freshman Secondary Years.
4. The Sophomore Secondary Years.
5. The Junior Secondary Years.
6. The Senior Secondary Years.
7. The Junior Academic Year.
8. The Junior Normal Year.
9. The first and second years of the course in Expression.
10. The first three years of the Piano course.

These cards have no value except to certify that the bearers of them have completed a certain amount of work in the order given in the courses. Their value lies in supplementing the records of the school and as a certificate of class Rank; also in case of withdrawal from this school before graduation these cards serve as "credit cards" on entering other schools.

## 8. LOCATION

Huntington, West Virginia, named for C. P. Huntington, the great railroad builder and former owner of all the land on which his namesake municipality stands, is West Virginia's youngest, but one of its most progressive cities, second in size (only Wheeling having a greater population) and certainly the best laid out city in our commonwealth. Its founding dates from the *seventies*—about forty years after the founding of Marshall College. Its population at this writing, April, 1913, is about 40,000. The city is located at the junction of the Guyandotte



River with the Ohio River, and extends along the banks of the latter river, whose direction is east to west here, from Thirty-seventh Street east to Twenty-second Street west, a distance of four miles, and from First Avenue, on the southern bank of the Ohio River, southward to Thirteenth Avenue, skirting the foothills, then up hills and glens quite a distance to the south where nice suburban homes are going up.

The plan of the city is simple and modern in its details.

All avenues extend east and west parallel to the Ohio River, and are numbered from First Avenue on the bank of the Ohio, southward to the foothills.

All streets extend north and south, at right angles to the Ohio River and the avenues, and are numbered, from First Street, eastward and westward.

All the main avenues, from First to Thirteenth, are 80 to 100 feet in width, and all streets are 60 to 80 feet wide.

The Ohio River at this point is a noble stream of about three thousand feet, from bank to bank, navigable for large river steamers, passenger and freight, and runs through one of the richest as well as one of the most beautiful valleys in America.

Flood stages here are seldom seriously damaging to the city though twice in its history these floods have wrought quite serious damage to the homes and business houses on the lower avenues; but even at those times *few* houses except small out-buildings are disturbed on their foundations.

In 1884 the flood tide at this point rose to 64.8 feet above low water mark. This was so exceptional that no one ever expected to see its like. However, on March 30, 1913, the water reached the unparalleled height of 66.4 feet, doing much damage by flooding homes and business houses.

The 1913 flood has led to serious discussion of a proposition to levee the river and build a boulevard along our entire river front—about four miles.

The city is reached by steamers on this river and by the following railways:

1. The "Chesapeake and Ohio" with its two western terminals at Louisville, Ky., via Lexington, Ky., and at Cincinnati, O.; its two eastern terminals at Newport News, Va., on the Atlantic Coast and at Washington, D. C. This road has through Pullman chair, diner, and sleeper facilities without change to Louisville, Cincinnati, Indianapolis, St. Louis, and Chicago on the west, and to Richmond, Norfolk, Newport News, Washington, Baltimore, Philadelphia, and New York on the east.



2. The "Baltimore and Ohio" with its western terminal at Kenova, eight miles west of Huntington, where it connects with the "Chesapeake and Ohio" and the "Norfolk and Western." This road follows the Ohio Valley northward, connecting with points east and west on its main lines at Parkersburg, 121 miles north, at Wheeling, 215 miles north, and at Pittsburg, 281 miles north; at Wheeling and Pittsburg of course are connections with other trunk lines east and west. Eastern and western cities are reached by this route with Pullman, chair, diner and sleeper all the way, and with but one change.

3. The "Norfolk and Western," which crosses the Ohio River at Kenova, eight miles west of Huntington, connections with which are made by Ohio River steamers, the "Ohio Valley Electric," the "Chesapeake and Ohio," or the "Baltimore and Ohio" railways.

4. The "Ohio Valley Electric Railroad," which unites the cities and towns of the valley on the west, with Huntington, and through it, makes Huntington the center of a population of about 75,000, with whom half-hour trolley connections are made from 5 a. m. to 11 p. m.

The city is *four hours* distant from Cincinnati, *one hour* from the state capital (Charleston), *five hours* from White Sulphur Springs, *eleven hours* from Richmond, Va.; *eighteen hours* from Norfolk (on the Atlantic Coast), *fifteen* from Newport News (also on the coast), *thirteen* from Washington, D. C., *fifteen* from Chicago, *fourteen* from Baltimore, *sixteen* from Philadelphia, *eighteen* from New York, *three* from Parkersburg, *five* from Wheeling, *seven and one-half* from Pittsburg, *five* from Columbus (because of connections), and *sixteen* from St. Louis.

## ENTRANCE REQUIREMENTS

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### 1. "APPOINTMENTS"?

PLEASE NOTE:—*Parents, prospective students, and county superintendents* who have not informed themselves on this score will *please note the following*:

"APPOINTMENTS" BY COUNTY SUPERINTENDENTS ARE NO LONGER REQUIRED BY STUDENTS WHO WISH TO ENTER A "STATE NORMAL SCHOOL" IN WEST VIRGINIA. *There is no such thing any more.* If a young man or young woman wishes to enter this school *only* the following things are required:

a. Recommendation for "Character and habits of good conduct," and a statement of "honorable withdrawal" from the school previously attended if that school was one above the eighth grade of our public schools, such, for example, as a high school, a normal school, or other school of like grade—See "No. 2" below.

b. If the student wish advanced standing see to it well that the suggestion in "No. 3" below is looked after early.

c. Pack the grip, or trunk, or both *and come without further ado.*

### 2. RECOMMENDATIONS

Every new student is expected to present to the registrar on enrollment day a recommendation for good character and habits of seemly conduct. This should be written by a responsible and influential citizen who has known the bearer of the recommendation for some years quite well, and who lives in the same community with him. If the student has attended school away from his home community before, he should present to the registrar at the same time he presents his recommendation for good character, a statement of "honorable withdrawal" from the school he last attended, which statement should be signed by the head of that school. Each year we are finding this "statement" of "honorable withdrawal" more important in checking up the records of new students.

### 3. CREDITS

Before entering school here the student who wishes advanced standing should write to "The Registrar" for a blank on which to have his credits from other schools recorded *in due form and in exact compliance with the requirements named in the blank sent him.* This blank, when *duly and carefully* filled out, should be signed by the head of the school

in which such credits were made. And if the student has attended different schools of higher grade than the common schools (the eight grades of town or city schools) he should bring a separate credit sheet from each school, duly signed by the principal.

Blanks for these credits can be obtained by writing

THE REGISTRAR,  
Marshall College,  
Huntington, W. Va.

#### 4. FEES

Parents and students alike will save the registrar and the president embarrassment if *they will kindly not ask for "credit" when enrolling*. As stated on another page, the name, date of entrance, different fees charged him, the amount of each fee, and the purpose for which each fee is paid, are entered on the records of the school for every student the day he enrolls; more: cards are made out and handed to his "class officers" showing what studies have been assigned the student, the hour of recitation of each class, and to whom each of his classes is assigned, as teacher. Furthermore, each of these teachers is, in turn, furnished a "class card" of the student showing that he is regularly enrolled in that class for a certain recitation hour. The registrar is instructed by the State Board of Control to *collect all fees in advance*, to enter the students' names as above indicated,—date, amount of fees paid, for what paid, etc.—and to forward a copy of these blanks, duly filled, to the board, along with the fees collected. The registrar can not comply with this order unless all fees are promptly paid at the time of enrollment. Hence, it is urgently though very kindly requested that—

#### *No One Ask for Credit When Enrolling.*

The following is a schedule of the fees charged at this institution; a "semester," as stated elsewhere, is half a school year, or  $4\frac{1}{2}$  months; a "semi-semester" is a quarter of a school year, or  $2\frac{1}{4}$  months. See on page 4 of this catalogue for the dates when each *semester* and *semi-semester* opens and closes:

##### a. NORMAL AND ACADEMIC DEPARTMENTS

	Fall Semester	Spring Semester	Easter Semi- Semester	Summer Semi- Semester
Model School.....	\$7.50	\$7.50	\$5.00	\$.....
Secondary Courses.....	5.00	5.00	3.00	8.00
Normal Course.....	5.00	5.00	3.00	8.00
Advanced Academic Course	5.00	5.00	3.00	8.00

*b. MUSIC DEPARTMENT*

Piano—Head Teacher.....	\$25.00	\$25.00	\$15.00	\$12.00
Piano—Assistants .....	23.00	23.00	14.00	10.00
Public School Music.....	10.00	10.00	6.00	8.00
Voice .....	27.00	27.00	15.00	12.00
Harmony .....	9.00	9.00	6.00	6.00
History of Music.....	6.00	6.00	4.00	4.00
Use of Piano for Practice Hours:				
If used 1 hour per day....	3.00	3.00	2.00	2.00
If used 2 hours per day....	4.50	4.50	3.00	3.00
If used 3 hours per day....	6.00	6.00	4.00	4.00
If used 4 hours per day....	7.50	7.50	5.00	5.00
If used 5 hours per day....	9.00	9.00	6.00	6.00
If used 6 hours per day....	10.50	10.50	7.00	7.00

*c. ART DEPARTMENT*

Art—Private Instruction.....	\$25.00	\$25.00	\$15.00	\$12.00
Art—Class Work (Regular)....	5.00	5.00	3.00	8.00

*d. EXPRESSION DEPARTMENT*

First Year.....	\$24.00	\$24.00	\$14.00	\$12.00
Second Year.....	27.00	27.00	15.00	12.00
Third Year .....	27.00	27.00	15.00	12.00
Single Lessons, \$1.00.				

*e. LABORATORY FEES*

Physics .....	\$1.50	\$1.50	\$1.00	\$1.00
Chemistry .....	3.00	3.00	2.00	2.00
Geology .....	.50	.50	.50	.50
Botany .....	1.00	1.00	.50	.50
Agriculture .....	.50	.50	.25	.25
Zoology .....	.50	.50	.50	.50
General Biology.....	.50	.50	.50	.50
Art .....	.25	.25	.25	.25

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Students from other states pay an additional fee of \$9.00 for the Fall and Spring semesters and \$5.00 for the Easter semi-semester, but nothing extra for the Summer semi-semester in these three departments—the Secondary, the Normal, and the Advanced Academic courses.

PLEASE NOTE:—As stated above, all fees collected are promptly turned over to the State Board of Control; consequently the school has neither right nor privilege to refund a fee when once paid. Only

the Board of Control, whose offices are in Charleston, the capital of the state, has authority to *refund fees* when once paid, and any one can see, upon a moment's reflection, that to begin to refund fees when once paid would involve them in endless complications in their bookkeeping. EVERY STUDENT will therefore please understand, at the outset, that *the school will refund no fees when once paid. This concession can be made, and this only:* In the departments of Expression, Music, and Private Instruction in Art lessons lost because of *continued illness* duly certified to by a physician, or enforced absence of long duration duly certified to by parents or guardian as to the exact cause, may be made up in part, *the student losing half the lessons*, and the *other half given him on his return to school*. The cost of board, rooms, books, and laundry will be found further along in this catalogue under the headings "Board, Books, and Laundry."



## **PART II**

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### **GROUPS OF SUBJECTS AND COURSES OF STUDY**



Close View From North-West Side.



View From the North-West Corner of the Campus.

## COURSES OF STUDY BY GROUPS

### ENGLISH A

<i>Subjects</i>	<i>Units</i>
English .....	6
Latin .....	3
Modern Language.....	1
Science .....	2½
History .....	3
Art .....	1½
Mathematics .....	3
Professional .....	3

### ENGLISH B

<i>Subjects</i>	<i>Units</i>
English .....	5
Latin .....	2
Science .....	3½
*History .....	4
Art .....	1½
Mathematics .....	3
Professional .....	4

\*Economics is included in History.

"History" may be made the "major" in this group, in which case four units of History will be required in the A group and five units of English.

### LATIN A

Latin .....	5
English .....	3½
Greek .....	4
Science .....	2
History .....	2
Art .....	½
Mathematics .....	3
Professional .....	3

### LATIN B

Latin .....	4
English .....	3
Greek .....	4
Science .....	2
History .....	2
*Art .....	1
Mathematics .....	3
Professional .....	4

\*Art 3 in this group is included in the "Professional" work.

### MODERN LANGUAGE A

*French .....	4
English .....	3½
Latin .....	2
*German .....	2
Science .....	2½
History .....	2½
Art .....	½
Mathematics .....	3
Professional .....	3

### MODERN LANGUAGE B

*French .....	3
English .....	3½
Latin .....	2
*German .....	2
Science .....	2½
History .....	2
**Art .....	1
Mathematics .....	3
Professional .....	4

\*German may be taken as a "major" and French as a "minor" in either group.

\*\*Art 3 is included in the "Professional" work.

## ART A

Art .....	3½
English .....	4
Latin .....	2
Modern Language.....	2
Science .....	3
History .....	3
Mathematics .....	3
*Professional .....	2½

## ART B

Art .....	3½
English .....	4
Latin .....	2
Modern Language.....	2
Science .....	3
History .....	2½
Mathematics .....	3
*Professional .....	3

\*All the Art is regarded as "Professional" in this group.

## MATHEMATICS A

Mathematics .....	4
English .....	4
Latin .....	2
French .....	1
German .....	2
Science .....	4
History .....	2
Art .....	1
Professional .....	3

## MATHEMATICS B

Mathematics .....	3½
English .....	3½
Latin .....	2
French .....	2
German .....	2
Science .....	3
History .....	2
Art .....	1
Professional .....	4

## SCIENCE A

Science .....	5½
English .....	4
Ancient Language.....	2
Modern Language.....	2
History .....	2½
Art .....	1
Mathematics .....	3
Professional .....	3

## SCIENCE B

Science .....	5½
English .....	3½
Ancient Language.....	2
Modern Language.....	2
History .....	2
*Art .....	1
Mathematics .....	3
Professional .....	4

\*Art 3 is included in the professional work here.

If Physics is made a major, two units of it will be required, one unit of Chemistry, and 3½ units of Mathematics.

If Chemistry is made a major, two units of it will be required, one unit of Physics, and no additional Mathematics.

If Geography and Geology are made a major, 2½ units of these will be required, one unit of Chemistry, and not less than 1½ units of Biology.

If Biology is made a major, three units of this will be required and at least one unit in Chemistry.



## NOTES ON THE GROUPS

1. Art 3, Ethics, Psychology 1 and 2, History of Education, Philosophy of Education, School Administration, Teaching, Methods and Observation, Special Methods, and Pedagogy are, for convenience of reference, classed as "professional subjects" in the foregoing groups.

2. Where the word "education" is used in the groups it is construed in its narrower sense to include only History of Education, Philosophy of Education, Pedagogy, Methods and Observation, Special Methods, Teaching, and School Administration.

3. "Science," as understood above, includes General Biology, Biology 4, Botany, Zoology, Physics, Chemistry, Agriculture, Physiography, Geology, Commercial Geography, Hygiene, Domestic Science, Astronomy, and Sociology.

4. "History" is construed to include Economics unless the latter be written in a group separate from the word "History."

5. In the "Art Group" all the Art is reckoned as "professional" work since this course is intended for those who expect to make a profession of teaching art.

6. In most of the groups the terms "science," "history," "mathematics," "professional," "art," "ancient language," and "modern language" are used for the sake of brevity. The specific work under these various headings can be elected by the student only with the approval of the class officers (who arrange the details governing these elections) with the co-operation of the president and the head of the department under which the elections are made; that is to say: If, for example, a student elect "English B" as his course, his  $3\frac{1}{2}$  "science" units in that course must not be elected at random, but with the view of making his course a consistent and well balanced one, such as will best meet the average demands made upon a teacher who has made English his chief work in a normal course. And so with the four "history" units, the three "mathematics" units, etc., in that group. The student's wishes will be respected, and granted as far as seems best for him.

## COURSES OF STUDY BY YEARS

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### COURSE A

#### FRESHMAN SECONDARY

##### *Fall Semester*

\*English III.  
\*Latin I.  
\*Algebra I.  
\*History I.

##### *Spring Semester*

\*English IV.  
\*Latin II.  
\*Algebra II.  
\*History II.

#### SOPHOMORE SECONDARY

\*English V.  
\*Language III.  
\*Art I.  
Language  
General Biology

\*English VI.  
\*Language IV.  
\*Plane Geometry I.  
Language  
Botany I.

#### JUNIOR SECONDARY

\*English VII.  
Language  
History III.  
Language  
Physiography I.  
Chemistry I.  
\*Plane Geometry II.

\*English VIII.  
Language  
History IV.  
Language  
Geology I.  
Chemistry II.  
\*Solid Geometry

#### SENIOR SECONDARY

English IX.  
Language  
History V.  
Language  
Zoology  
Physics I.  
Art II.  
\*Algebra III.

English X.  
Language  
\*History VI.  
Language  
\*Agriculture I.  
Physics II.  
Commercial Geography  
Trigonometry

## JUNIOR ACADEMIC

English XI.	English XII.
Language	Language
History VII.	History VIII.
Language	Language
Biology IV.	Agriculture II.
Chemistry III.	Chemistry IV.
Art III.	Art IV.
*Psychology I.	*Pedagogy
Mathematics VIII.	Physiography II.
Methods	Hygiene

## SENIOR ACADEMIC

English XIII.	English XIV.
Language	Language
Economics	Sociology
Language	Language
Geology II.	Astronomy
Physics III.	Physics IV.
Art V.	Art VI.
Psychology II.	*Ethics
History of Education	Philosophy of Education
Teaching	School Administration
Domestic Science	

## COURSE B

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### FRESHMAN SECONDARY

#### *Fall Semester*

\*English III.  
\*Latin I.  
\*Algebra I.  
\*History I.

#### *Spring Semester*

\*English IV.  
\*Latin II.  
\*Algebra II.  
\*History II.

### SOPHOMORE SECONDARY

\*English V.  
\*Language III.  
\*Art I.  
Language  
\*General Biology

\*English VI.  
\*Language IV.  
\*Plane Geometry I.  
Language  
\*Botany I.

### JUNIOR SECONDARY

\*English VII.  
Language  
History III.  
Language  
Physiography I.  
Chemistry I.  
\*Plane Geometry II.

\*English VIII.  
Language  
History IV.  
Language  
Geology I.  
Chemistry II.  
\*Solid Geometry

### SENIOR SECONDARY

English IX.  
Language  
History V.  
Language  
Zoology  
Physics I.  
\*Art II.  
\*Algebra III.

English X.  
Language  
\*History VI.  
Language  
\*Agriculture I.  
Physics II.  
Commercial Geography  
Trigonometry

## JUNIOR NORMAL

English XI.	English XII.
Language	Language
History VII.	History VIII.
Language	Language
Biology IV.	Agriculture II.
Chemistry III.	Chemistry IV.
*Art III.	Art IV.
*Psychology I.	*Pedagogy
Mathematics VIII.	Physiography II.
*Methods	Hygiene

## SENIOR NORMAL

English XIII.	English XIV.
Language	Language
Economics	Sociology
Language	Language
Geology II.	Astronomy
Physics III.	Physics IV.
Art V.	Art VI.
*Psychology II.	*Ethics
*History of Education	Philosophy of Education
*Teaching	School Administration
Domestic Science	Special Methods
	*Teaching

## NOTES ON THE COURSES OF STUDY

1. Course A and Course B are alike in these respects:
  - a. Each covers a period of *six years*; *three years* of "secondary work" *one year* of "secondary" and "college" work combined, and *two years* of "college" work.
  - b. Each requires the same number of *units* for graduation—23.
2. The two courses differ in these respects:
  - a. In the amount of academic work on the one hand, in the amount of professional work for teachers on the other, Course A offering more purely academic subjects, Course B more professional subjects for teachers.
  - b. In the number of "compulsory" subjects offered, Course B having a few more such than Course A.
3. Course A is intended for those who do not expect to make teaching a profession, but who may, out of choice or of necessity, teach more or less. Accordingly, such of the professional subjects as are of pri-



mary importance in one's lifework, whether that be teaching or any other vocation or calling, are included in this course.

4. Course B is intended, primarily for teachers, although in this course there is little, if any, work that cannot be turned to distinct advantage in any calling.

5. All recitations are *one hour* in length.

6. Subjects marked with an asterisk (\*) are compulsory in the course in which they are marked.

7. A "UNIT" is the equivalent of *nine months'* work in *one subject*, or *four and one-half months'* work in each of *two subjects*, recitations *five times per week* in "secondary" subjects, and not less than *four times per week* in "college" subjects.

8. A "COURSE" is the equivalent of *four and one-half months'* work in *one subject*, recitations *five times per week* in "secondary" subjects, and not less than *four times per week* in subjects of "College" grade. A "COURSE" is equal to *half* a "UNIT."

9. A "Half-Course" is the equivalent of a *semi-semester's* work in *one subject*, recitations the same as noted in 7 and 8 above. A "Half-Course" is equal to *one-fourth* of a "UNIT."

10. The word "language" is used in Courses A and B to indicate either Latin, Greek, French, or German, and appears *twice* under every semester to show that the student may choose two languages besides English. In the Sophomore Secondary Courses two languages additional to English can be chosen only in cases where the student is mature enough and apt enough to be permitted to carry *five subjects* (a thing seldom permitted), since there are *four* compulsory subjects in that year of the course. The same might be done in the Freshman Secondary year, under like conditions.

11. Properly certified credits in Spanish or Italian will be accepted

12. The following subjects are, for convenience of reference, classed as "professional":

Art III.	Special Methods
Ethics	Psychology I.
Pedagogy	Psychology II.
Teaching	School Administration
Observation	History of Education
General Methods	Philosophy of Education

13. To complete course A one must do not less than *two units* of work in the "professional" subjects.

14. To complete Course B one must do not less than *four units* of work in the "professional" subjects.

15. The work in Methods and Observation is divided into *two sections* and the student is allowed to choose one or the other accordingly as he expects to teach in the rural schools or in city or town schools:

(1.) Methods and Observation in Rural School Work.

(2.) Methods and Observation in Town and City School Work.

16. Instead of offering classes in all subjects only under the particular semester under which they are scheduled in Courses A and B, many of these subjects are offered during every semester and semi-semester, depending always on what classes are called for.

17. Elective subjects must always be chosen with the approval of the "class officers."

18. "Review Work" for Teachers who are preparing for the State Uniform Examinations is given during the Easter Semi-Semester—April 1 to June 10. See schedule on page 4 of this Catalogue.

Review classes will be organized during the Summer Semi-Semester if sufficient calls are made.

19. In addition to the subjects marked compulsory (see the asterisk (\*)), and the minimum of work in "professional" subjects *required* for graduation, the following amount of work in the subjects named must have been done before a student can graduate:

1. English .....	4 units	5. Algebra .....	1½ units
2. Science .....	2 units	6. Art .....	1 unit
3. Language .....	2 units	7. Geometry .....	1½ units
4. History .....	2 units		

*One of the units of "Science" must be done in one subject—one full year of one science.*

20. Work done in the department of Expression will be accepted to the extent of *one-half unit* if done as per previous agreement between the head of that department and the department of English.

21. Hereafter the work in English *I* and English *II* will be done in the Sub-Freshman Year instead of in the Freshman Year as heretofore.

22. No credit will be given for work in any foreign language unless the student has done a full year's work in it. After having done a full year's work half year credits will be given for work done thereafter; *but*, all students are expected to do *two full years'* work in Latin unless excused therefrom by the president.

23. For detailed outlines of the work of the courses of Study see the following pages under the heading—"Courses of Study in Detail."

24. To complete the Secondary Work in either Course A or Course B 15 *secondary units* are required.

25. To complete the entire six-years' work in either Course A or Course B 15 *units* of *secondary* work and 8 *units* of *college* work are required.

## SUB-FRESHMAN SECONDARY

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To bridge the gap between the Eighth Grade of Public School work and the work of the Freshman Secondary year—for it has been found that there is a distinct gap there—the Sub-Freshman work has been organized and placed under a regular member of the faculty.

This work may vary somewhat from year to year according to the standards of freshman entry, but will always include the following:

- |                      |                       |
|----------------------|-----------------------|
| 1. English I.        | 4. English II.        |
| 2. Advanced Grammar. | 5. Beginners' Latin   |
| 3. English Classics. | 6. Beginners' Algebra |

and such other subjects of like standard as the situation may, from year to year, demand.

## TEACHERS' REVIEW WORK

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This work will essentially include *all subjects covered by the State Uniform Examination* and is placed in charge of a teacher selected for this particular work—for it is a “particular” work. It will be enriched hereafter by adding to it, for as many as desire to take advantage of it, the following:

1. Art—once per week.
2. Normal Music—once per week.
3. Primary Plans—once per week.
4. Essentials of Reading—once per week.
5. Essentials in Spelling—once per week.
6. Special Work in Penmanship—once per week.
7. Personal Hygiene—once per week.

Nos. 1, 2, 3, 4, and 6 will be given by the heads of those departments. Nos. 5 and 7 will be given by the president of the School.

As stated elsewhere this Review Work for Teachers will be done during the Easter Semi-Semester—from the *Tuesday nearest the first day of April to the Tuesday nearest the tenth day of June—Ten Weeks.*

It is intended that the summer Semi-Semester shall have a department of this kind, hereafter. In all this “Review Work” the baneful and very uneducational process of “cramming for examinations” will be avoided just as though it were a poison—for such do we regard it to any system of education.

The work will have in view the following purposes:

1. To acquaint the teachers more thoroughly with the subject matter of the texts used by the state.
2. To illuminate and enrich this subject matter by supplementing it with kindred matter.
3. To give suggestions as to the best methods of teaching these subjects.
4. To bring these undergraduate teachers and prospective teachers in touch with the life and spirit of the school, and with every advantage it can offer them.

## COURSES OF STUDY IN DETAIL

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The work of the courses of study is organized under the following heads designated as "Departments":

- |            |                           |
|------------|---------------------------|
| 1. Art     | 9. Biology                |
| 2. Latin   | 10. Physics               |
| 3. Greek   | 11. Chemistry             |
| 4. Music   | 12. Education             |
| 5. French  | 13. Expression            |
| 6. German  | 14. Mathematics           |
| 7. English | 15. Geology and Geography |
| 8. History |                           |

In the following outline let it be understood that the Roman numeral attached to each sub-heading, such as ENGLISH I, ENGLISH II, ENGLISH III, LATIN I, LATIN II, LATIN III, etc., correspond to the successive semesters of work in a subject; for example, ENGLISH IV means the *fourth* semester of work in English, LATIN VII the *seventh* semester of work in Latin, and so on.

### 1. ENGLISH

ENGLISH I: GRAMMAR AND COMPOSITION. A study of the principles of correct sentence structure, involving careful practice in the oral and written expression of simple thoughts concerning matters of common interest in the experience and the reading of the student.

TEXTBOOKS: Emerson and Bender's *Modern English*, Book II, Part I, and Elson's *Grammar School Literature*, Book IV, Part I.

ENGLISH II: GRAMMAR AND COMPOSITION. A continuation of the work of English I, together with written exercises in paragraph building.

TEXTBOOKS: Emerson and Bender's *Modern English*, Book II, Parts II and III, and Elson's *Grammar School Literature*, Book IV, Parts II and III.

ENGLISH III: COMPOSITION AND RHETORIC. The course in Composition and Rhetoric is planned to develop the *habit* of using good English. Selections of good English are used as models, and attention is given to sentence structure and to the application of the principles of expression as discovered in correct and effective oral speech and in literature. The class work consists very largely of short written exercises in paragraph building. These exercises are directed along definite lines, under the immediate supervision of an instructor, looking to the



development of the power of clear and easy expression of whatever in the ordinary activities of life the student may have occasion to express. English III deals mainly with Narration.

TEXTBOOKS: Kavana and Beatty's *Composition and Rhetoric*, and Blanton's *Review Outline and Exercises in English Grammar*.

COLLEGE ENTRANCE REQUIREMENTS: Franklin's *Autobiography*; Old Testament Narratives; Scott's *Ivanhoe*.\*

ENGLISH IV: COMPOSITION AND RHETORIC. See English III. English IV deals with Description, and the Short Story containing Description.

TEXTBOOKS: Kavana and Beatty's *Composition and Rhetoric*, and Woolley's *Handbook of Composition*.

COLLEGE ENTRANCE REQUIREMENTS: Coleridge's *Rime of the Ancient Mariner*; George Eliot's *Silas Marner*;\* Scott's *Lady of the Lake*.\*

ENGLISH V: COMPOSITION AND RHETORIC. See English III. English V deals with Exposition and Argumentation, and with Narration, Description, Exposition, Argumentation, and Persuasion combined.

\* Text, Gateway Series.

TEXTBOOKS: The same as in English IV.

COLLEGE ENTRANCE REQUIREMENTS: Macaulay's *Life of Johnson*;\* Burke's *Speech on Conciliation with America*; Shakespeare's *Merchant of Venice*.\*

ENGLISH VI: AMERICAN LITERATURE. A study of American literature from its beginnings to the present time. Oral recitations and discussions four hours a week; composition exercises, chiefly the writing of well constructed paragraphs on topics from the literature under consideration at the time, one hour a week. The composition exercises are intended to test the student's familiarity with important topics and to develop skill in expression.

TEXTBOOKS: Halleck's *History of American Literature*, and Long's *American Poems*.

COLLEGE ENTRANCE REQUIREMENTS: Hawthorne's *The House of the Seven Gables*; Parkman's *The Oregon Trail*; Poe's *The Raven*; Lowell's *The Vision of Sir Launfal*.

ENGLISH VII: ENGLISH LITERATURE. A study of English literature from its beginnings to the end of the Sixteenth Century. Oral recitations and discussions and composition exercises as in English VI.

TEXTBOOKS: Halleck's *History of English Literature*, and New-comer and Andrews' *Twelve Centuries of English Poetry and Prose*.

COLLEGE ENTRANCE REQUIREMENTS: Shakespeare's *Julius Caesar*,\* and *Macbeth*.\*

ENGLISH VIII: ENGLISH LITERATURE. A study of English literature from the beginning of the Seventeenth to the end of the Nineteenth Century. Recitations, discussions, and exercises as in English VII.

TEXTBOOKS: The same as in English VII.

COLLEGE ENTRANCE REQUIREMENTS: Milton's *L'Allegro*, *Il Penseroso*, and *Comus*; Bunyan's *Pilgrim's Progress*, Part I; Carlyle's *Essay on Burns*.\*

ENGLISH IX: ENGLISH LITERATURE. *Fall Semester*. Shakespeare, ten weeks; Spenser, Jonson, and Donne; the Caroline poets; Dryden's *Satires*, and *Palamon and Arcite*; Pope's *Essay on Criticism*; lectures on the development of the "classic" element in literature.

ENGLISH X: ENGLISH LITERATURE. *Spring Semester*. The beginnings of the romantic movement; Thompson's *Seasons*; Collins's *Odes*; Goldsmith's *She Stoops to Conquer*; Blake; Crabbe; Cowper's *The Task*, Book IV; Burns; nineteenth century English poetry.

ENGLISH XI: ENGLISH LITERATURE. *Fall Semester*. The Age of Wordsworth.

ENGLISH XII: ENGLISH LITERATURE. *Spring Semester*. Shelley, Keats, and Byron.

ENGLISH XIII: ENGLISH LITERATURE. *Fall Semester*. The Age of Milton.

ENGLISH XIV: ENGLISH LITERATURE. *Spring Semester*. Tennyson and Browning.

## 2. LATIN

LATIN I: PEARSON'S ESSENTIALS OF LATIN. Lessons I to L inclusive.

LATIN II: PEARSON'S ESSENTIALS OF LATIN. Lessons LI to the end of the book.

CAESAR'S GALLIC WAR, BOOK II.

LATIN III: CAESAR'S GALLIC WAR, BOOKS I, III, IV.

TEXTBOOK, *Harkness and Forbes Prose Composition*. First 15 lessons in *Bennett's Preparatory Latin Writer*.

LATIN IV: CICERO'S ORATIONS against CATILINE, I, II, III, and IV.

PROSE COMPOSITION, same as in Latin III.

LATIN V: The MANILIAN LAW, and ARCHIAS.

The AENEID, BOOKS I and II.

PROSE COMPOSITION, *Bennett's*.

*Latin Composition*, 15 Lessons.

LATIN VI: VIRGIL'S AENEID, BOOKS III, IV, V, and VI.

PROSE COMPOSITION as in Latin V.

BENNETT'S LATIN GRAMMAR is used in connection with the work in Latin III, IV, V, and VI.

LATIN VII: HORACE.

LATIN VIII: LIVY, and TACITUS.

LATIN IX: JUVENAL.

LATIN X: PLAUTUS, and TERENCE.

LATIN XI: LUCRETIUS.

LATIN XII: OVID, and the ELEGY.

Exercises in Composition are continued throughout courses VII, VIII, IX, X, XI, and XII.

### 3. GREEK.

GREEK I. First Greek Book, 56 lessons. Text: *White*.

GREEK II. First Greek Book completed; Xenophon's *Anabasis*, Book I, 5 chapters; Prose Composition, 10 lessons. Texts: *Anabasis*, *Harper and Wallace*; Prose Composition, *Gleason*; Grammar, *Hadley-Allen*.

GREEK III. *Anabasis*, Book I completed, also Books II and III. Prose Composition, 15 lessons. Texts: *Anabasis*, *Harper and Wallace*; Prose Composition, *Gleason*; Grammar, *Hadley-Allen*.

GREEK IV. *Anabasis*, Book III; Homer's *Iliad*, Books I-III (*Catalogue of Ships* omitted), with selections from Book VI; Prose Composition, 15 lessons. Texts: *Anabasis*, *Harper and Wallace*; *Iliad*, *Seymore*; Prose Composition, *Gleason*; Grammar, *Hadley-Allen*.

GREEK V. *Lysias*, four orations; Prose Composition, 15 lessons; Plato's *Apology*.

GREEK VI. Plato's *Crito*; Sophocles's *Oedipus Tyramus*; *Euripides's Medea*.

GREEK VII. *Demosthenes*, *Herodotus*, *Thucydides*.

GREEK VIII. Tragedy: *Aeschylus*, *Sophocles*, *Euripides*.

All work in this department is done on the basis of five recitation hours a week.

Course I and II involve thorough drill in pronunciation, accent, inflection, vocabulary, and syntax. In course II connected translation is begun. The principal parts of 90 irregular verbs are memorized.

In course III an effort is made to acquire a good working knowledge of Attic form and syntax; in course IV particular attention is given to the Homeric Dialect and Idiom, and to Figures, Scansion, and Mythology.

Beginning with course II sight reading in the New Testament is done once a week. Text: *Westcott and Hort*.

The work of the third and fourth years is subject to some variation in the authors read.

In the work of the second, third, and fourth years a constant effort is made to lead the student to comprehend and to estimate correctly the literary, historical, and ethical merits of the masterpieces he studies; to teach him to regard them as vehicles of thought, and as a stimulus to clear thinking; also to enable him to understand their relation to modern problems and conditions.

#### 4. FRENCH

It is considered of the highest importance that each student become proficient in speaking French fluently and with a correct accent. To this end practice in conversation begins with the first lesson and continues throughout the course. Plays are learned and produced whenever practicable.

FRENCH 1: *Berlitz*: "Premier Livre."

*Otto-Sauer* "French Conversation Grammar," Part 1, Lessons 1-45.

Daily exercises in Phonetics, based on *Yersin Phono-rhythmic Method*.

FRENCH II: *Otto-Sauer* "French Conversation Grammar," Part II, Lessons 1-22.

*Talbot*: "Le Francais et Sa Patrie."

*Daudet*: "La Belle Nivernaise."

FRENCH III: *Otto-Sauer* French Conversation Grammar, completed.

*Dumas*: "La Tulipe Noire."

*Labiche*: "Le Voyage de M. Perrichon."

Composition based on these books.

*Canfield*: "French Lyrics."

FRENCH IV: *Daudet*: "Tartarin de Tarascon."

*Taine*: "Les Origines de la France Contemporaine."

*Halevy*: "L'Abbe Constantin."

Composition. Idioms.

FRENCH V: Grammar. Final review.

*Moliere*: "Le Malade Imaginaire."

*Guy de Maupassant*: "Ten Short Stories."

*Racine*: "Andromaque."

Composition. Idioms.

FRENCH VI: *Victor Hugo*: "Quatre-vingt-treize."

*Dubal & Williams*: "Le Dix-Septieme Siecle."

*Loti*: "Pecheur d'Islande."

*Rostand*: "La Princesse Lointaine."

"L'Illustration," or "Je Sais Tout."

FRENCH VII: An outline of French literature, comprising a study of the following authors: Marot, Ronsard, La Rochefoucauld, Bossuet, Corneille, Racine, Moliere, Voltaire, Rousseau, Beaumarchais.

Lectures and reports. Current events. Everyday French.

FRENCH VIII: French literature of the nineteenth century, with a study of the following authors: Hugo, de Musset, Sand, Dumas, Balzac, Zola, Daudet, France, Loti, Renan, Taine, Faguet, Dumas fils, Augier, Scribe, Sardou, Rostand. Lectures and reports. Current events. Editorials.

## 5. GERMAN

GERMAN I: Elements of German—Becher-Rhoades—first 120 pages. Kern's German Stories Retold. Daily exercises in phonetics based on Klinghardt's and Victor's methods.

GERMAN II: Elements of German—Becher-Rhoades—completed. Im Vaterland. Memorizing of poetry and proverbs.

GERMAN III: Immensee; Germelshausen; Der Lindenbaum; Pole Popenpaeler. Composition based on the first three books.

GERMAN IV: Holly's German Epics; Wilhelm Tell; Idioms; Lyrics and Ballads.

GERMAN V: Lessing's Mina von Barnhelm. Goethe's Herman und Dorothea. German Composition, Pope; Idioms.

GERMAN VI: Schiller's Wallenstein's Tod. Fontane's Vor dem Sturm; Otto Ernst's Ueberwunden. Lyrics and Ballads. Original Composition.

GERMAN VII and VIII: Lessing's Nathan der Weise; Freytag's Ingo. Correspondence. History of German Literature. Parallel reading; Scherer's Geschichte der deutschen Litteratur. Heineman on Goethe. Wychgram on Schiller. Robert Koenig's Deutsche Litteratur Geschichte.

In the first and second years 100 to 150 pages of sight reading is done. Technical or Commercial German will be given when requested.

## 6. HISTORY

HISTORY I: A brief outline of Hebrew History as a foundation for the regular work of this course is given at the beginning of the semester, but Oriental and Greek History constitutes the body of the course.



HISTORY II: Roman History. Text—Morey.

HISTORY III: Mediaeval History. Text—Harding.

HISTORY IV: Modern History. Text—Harding.

HISTORY V: English History. Text—Cheney.

HISTORY VI: American History and Civics. This course will include a general review of the essentials of American History, chief periods, events, wars, etc., etc.; but the purpose of the course is rather to give the student an intelligent grasp of the political, social, and intellectual development of the Americas, especially of our own country. It is rather a course in the historical development of the Americas than a mere study of events, hence no student must suppose for a moment that because he has had a course in the history of the United States and has read a dozen or two of texts on that subject, he may be excused from the course. It is compulsory and nothing short of a credit on this subject, made in a high grade, degree-giving college or university, will be accepted in lieu of it; neither will a special examination be offered in it. Even those who have done the work of this course in college will be required to take that part dealing with our "state institutions" and with "current events," also the "civics."

HISTORY VII. French History, or a History of the German Empire.

HISTORY VIII. Hebrew History. The text in this subject is to be changed and the new text has not been decided upon at this writing.

ECONOMICS. This course, in addition to the features usually brought out in class, is made as vital as possible by applying modern theories to everyday practice as it affects the student as a citizen and as an individual. Few subjects have aroused more interest or more research and inquiry than this one, in the courses here.

SOCIOLOGY. While this subject has been listed under the history department it will be taught hereafter by the president of the school. Every effort possible will be made to have the student grasp the modern phases of this subject as they apply to the profession which he chooses and the community in which he expects to engage in his life work.

## 7. MATHEMATICS

MATHEMATICS I: Algebra I. The four fundamental operations, special cases of multiplication, factoring, fractions, simple equations. Milne's Standard Algebra to page 176.

MATHEMATICS II: Algebra II. Equations of the first degree containing two and three unknown quantities, graphic solutions—involution, evolution, fractional and negative exponents, radicals, quadratic equations, graphic solutions. Milne's Standard Algebra, pages 176-338.

**MATHEMATICS III: Geometry I (Plane Geometry).** Demonstrations of theorems, constructions and demonstrations of problems (lines, triangles, quadrilaterals, polygons, circles). Milne's Geometry, Books I-III.

**MATHEMATICS IV: Geometry II (Plane Geometry).** Demonstrations of theorems, constructions and demonstrations of problems including length of lines and areas of triangles, parallelograms, trapezoids, regular polygons and circles. Milne's Geometry, Books IV-VI.

**MATHEMATICS V: Geometry III (Solid Geometry).** Demonstrations of theorems and problems including planes, dihedral and polyhedral angles, prisms, pyramids, similar and regular polyhedrons, cylinders, cones and spheres. Milne's Geometry, Book VII-X.

**MATHEMATICS VI. Algebra III.** General review, properties of quadratic equations, ratio and proportion, inequalities, variable binomial theorem, logarithms, permutation and combinations. Milne's Standard Algebra, Page 338 to the end.

**MATHEMATICS VII: Trigonometry.** Definitions of trigonometric functions, functions of 0, 30, 45, 60, 90, etc., degrees, formulas for the sine, cosine, tangent and cotangent of the sum and difference of two angles, for twice an angle and half an angle, antitrigonometric functions, and use of tables, the solution of right and oblique triangles, formulas for right and oblique spherical triangles, Napier's rules, geographical and astronomical problems.

**MATHEMATICS VIII. Analytic Geometry.** Plane Analytic Geometry, co-ordinates, loci of equations, the straight line, parallels, and perpendiculars—the circle, parabola, ellipse and hyperbola, tangents and normals, poles and polars.

**MATHEMATICS IX:** This course is an elective one.

## 8. PHYSICS

The course in introductory Physics consists of recitations accompanied by laboratory work throughout the year. The recitations are supplemented by lectures, exercises based on the class work, and stereopticon views. Each student is required to complete at least thirty-two experiments of a quantitative nature, and to keep a neat and accurate record of the same. In addition to giving the student some knowledge of the phenomena and laws of nature, this course is designed to train him to use scientific methods, to observe accurately, to record observations accurately and neatly, and to draw inferences from the data obtained.

**PHYSICS I. Fall Semester.** (a.) Recitation course, three hours a week—open to all students who have had Geometry II—measurements, mechanics of solids, liquids and gases, and heat. Text in use during the

past year: Gorton's High School Physics. (b.) A laboratory course to accompany course (a), four hours a week. Text: *Millikan and Gale's* "Laboratory Manual." Laboratory fee, \$1.50.

PHYSICS II. Spring Semester. (a.) A continuation of course I. (a)—same hours—magnetism, electricity, sound and light. (b.) Laboratory course, a continuation of course I. (b.) Fee, \$1.50.

PHYSICS III. *Fall Semester.* A laboratory course in Mechanics, Molecular Physics, and Heat. Physics II and Trigonometry are prerequisites to this course.

PHYSICS IV. *Spring Semester.* A course in Experimental work in Sound, Light, and Electricity. Physics III is prerequisite to this course.

## 9. CHEMISTRY

The course in introductory Chemistry runs throughout the year, three hours of recitation and lecture work accompanied by four hours of laboratory work each week. The course is planned to fulfill college entrance requirements and prepare for work in analysis. Each student is required to keep a careful record of all experimental work. The industrial processes are emphasized as far as possible and are illustrated by lantern slides.

CHEMISTRY I. Fall Semester. (a.) Recitation course three hours a week. Algebra II a prerequisite—elements, chemical action, valence, equations and calculations, acids, bases and salts, nitrogen and its compounds, sulphur and its compounds, and the halogen group. The text in use during the past year: *McPherson and Henderson's* "Elementary Study of Chemistry," (b). Laboratory course to accompany course (a), four hours a week. Fee, \$3.00. Manual *McPherson and Henderson's* "Exercises in Chemistry."

CHEMISTRY II. Spring Semester. (a.) Recitation course, a continuation of Chemistry I (a)—completion of the study of acid-forming elements, the metals, metallurgy, simple organic compounds. (b.) Laboratory course, a continuation of Chemistry I (b), includes the separation and detection of the metals in Groups I and II, also the detection of the more common acids, and qualitative tests of samples of soils, water, milk, baking powders, foods, etc. Manual: *Avery's* "Elementary Applied Chemistry."

CHEMISTRY III. Fall Semester. (a.) General Inorganic Chemistry. Lecture and recitation course. Chemistry II or its equivalent a prerequisite. (b). Qualitative Analysis. Laboratory course to be accompanied by Chemistry III (a). Fee and Hours to be arranged.

CHEMISTRY IV. Spring Semester. Laboratory course in Quantitative Analysis. Volumetric and gravimetric methods. One hour each week to be devoted to Chemical Arithmetic. Fee and hours to be arranged. This course must be preceded by Chemistry III.

Arrangements are being made to extend the work of the chemistry course to include a "Division of Food Analysis" with a view to serving the state in its crusade against the sale of unwholesome and poisonous foods and drinks. This work is to be placed in charge of the heads of both the chemistry and physics departments, both gentlemen having made special preparation for it and both having done work of this kind before.

## 10. GEOGRAPHY AND GEOLOGY

PHYSIOGRAPHY I: Order of topics: (1) The Earth Relations; (2) The Atmosphere; (3) The Ocean; (4) The Lithosphere. Selected types of land forms will be made a basis for intensive study, developing especially the human phase, commercial and industrial, in relation to the physical. Field work in the vicinity of the school. Laboratory work on topographic maps. Text: Salisbury's *High School Physiography*.

This course is prerequisite for all the courses in the Department.

PHYSIOGRAPHY II: This course supplements the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment are much emphasized. In connection with each topic the life side in its practical significance is made clear. Order of topics: (1) Relief Features of the First and Second Orders, Subordinate Topographical Features; (2) Work of the Atmosphere; (3) Work of Ground Water; (4) Work of Running Water; (5) Work of Snow and Ice; (6) Lakes and Shores; (7) Vulcanism; (8) Crustal Movements. A special study of topographic maps is made with a view to the scientific interpretation of land forms and other influences upon the institutional development of a country. Laboratory two hours a week. Text: Salisbury's *Advanced Physiography*.

COMMERCIAL GEOGRAPHY: This course treats of the influence of geographical features on the production and exchange of commodities and of the principles underlying and guiding commercial activities. The course is given in outline form with references. Laboratory work two hours a week in making maps, graphs, etc.

METHODS COURSE: (a) THE TEACHING OF GEOGRAPHY IN THE PRIMARY GRADES. This part of the course is designed to give a preparation for teaching geography in the lower grades of the public schools. It is a study of materials to be presented in the



primary grades with reasons for their selection, methods of presentation, subject-matter of special interest to children from six to twelve years of age, the making of courses of study for primary grades. Illustrative lessons are given before the class from time to time by members of the class and by critic teachers in the Model School. (b) THE TEACHING OF GEOGRAPHY IN THE GRAMMAR GRADES. A study of geography for the upper grades—designed for teachers, supervisors, or principals—including an intensive study of Europe or of North America.

GEOLOGY I. An introductory course in geology designed to present the general principles and processes of the science, a general survey of physical and historical geology. Field work. Laboratory four hours a week. Text: *Blackwelder and Barrow's Elements of Geology*.

GEOLOGY II. A more detailed study of physical and historical geology. Laboratory work on maps and minerals, with special attention to the economic formations in West Virginia. Text: *Salisbury's College Geology* (in one volume).

## 11. BIOLOGY.

GENERAL BIOLOGY: This course, which covers one semester, is prerequisite to all other courses in Biology. Laboratory four hours per week. Recitations three hours per week. The aim of the course is to give the fundamental principles underlying the course in Botany, Zoology and Physiology which follow it.

The work is conducted in small sections under the direct supervision of the Head of the Department. Each pupil keeps a record of notes and fully labeled drawings of observations made during laboratory periods. Text book: *Elements of Biology*, "Hunter."

BOTANY I. Prerequisite, General Biology.

Laboratory four hours per week, recitations and lectures *three*. Course extends throughout the year. This work covers careful laboratory methods in the three departments of Botany: Morphology, Physiology and Ecology.

A careful microscopic study of plants and their structure from an evolutionary standpoint will be made. Experiments with plant functions, including Respiration, Transpiration, Photosynthesis and Digestion will cover one-third the time.

The remainder of the work will include the relationship between plants and their surroundings. Frequent trips will be made studying the plant associations in the vicinity. Lectures with lantern slides illustrating these associations will also be given from time to time. Text Book: "Coulter, Barnes and Cowler" *Text Book of Botany*, Vol. I and II; Gray's *New Manual of Botany*, Seventh Edition.



**ZOOLOGY:** Prerequisite, General Biology.

Laboratory four hours per week. Recitations and lectures three hours. Course extends throughout the year. This includes laboratory work in Structural, Ecological and Economic Zoology and Embryology. All the work will be done from the evolutionary point of view. Among the animals dissected are the following: earthworm, grasshopper, moth, starfish, clam, fish, frog, pigeon and rabbit.

Embryology of the chick will be studied in detail. The Ecological and Economic Zoology will be accompanied by frequent lantern lectures and field trips.

Text Books: *Animal Studies*, "Jordan, Kellogg and Heath." *Economic Zoology*, "Osborn."

**PHYSIOLOGY:** Prerequisite, General Biology.

This course is divided into two distinct parts. (a). Physiology and Anatomy. Laboratory four hours per week. Lectures and recitations three hours. This includes the dissection of the lungs, heart, kidneys, liver, stomach, brain and eye of some mammal. Experiments with various tissue will be made as well as a careful study of the skeleton, muscular and nervous systems, etc.

(b.) Hygiene and Sanitation. Five hours' lecture and recitation work. The aim of this is to give the student a broad idea of modern methods of sanitation of the home, school, public and civic reforms in milk supply, street-cleaning, etc. The work in Hygiene includes care of the body, study of contagious and infectious diseases and training for "first aid to the injured."

**AGRICULTURE I.** Prerequisite, Botany.

Three recitations and lectures, and four laboratory hours per week, full year, required. This course is divided into three parts.

(1.) General information regarding farm life including the following: (a) Soil-relation to plant life. (b) Tillage. (c) Drainage (d) Fertilizers. (e) Nitrogen problem. (f) Rotation of crops. (g) Economic plants. (h) Judging of crops and animals.

(2) Plant and animal breeding. (a) Plant and animal disease. (b) Variations. (c) Heredity and principles of plant and animal breeding.

(3.) School gardens and forestry. (a) School Gardens. Methods of school gardening will be taken up in detail and practical laboratory given. (b) Forestry. This includes identification of trees of the region by external features. Also forestry problems such as the following: Care of trees including pruning and grafting; tree planting. United States Forest Laws and Reserves. Laws of West Virginia. Frequent field trips as well as laboratory will be given.

AGRICULTURE II. The details of this course, which is to be made a practice course, have not been decided upon at this writing.

BIOLOGY IV. This is a course, elected from year to year by circumstances, and may be BOTANY II., ENTOMOLOGY, or other subjects according as the work in the other courses may suggest from time to time.

## 12. ART

ART I. Drawing preparatory to courses in Botany, Zoology, Geography, Geology, and Geometry. A study of light, shade, and color.

ART II. Object drawing involving convergence and aerial and linear perspective. Color study. Constructive design as applied to all materials appropriate to school needs. Design applied. Methods of teaching.

ART III. Analytical study of plants, trees, and flowers. Theory of color. Theory of design. Still-life and landscape composition in line, light, shade, and color.

ART IV. Structural and decorative design worked out in all materials appropriate to school needs. Study of plans for school houses and homes, the beautifying of dooryards, school grounds, and parks.

ART V. A study of the development of art by periods. A study of the masters. Illustrated lectures on the great paintings, sculpture, and architecture with a view to bringing out the elements that make for truth and beauty.

ART VI. Supervisory work and Teaching—180 hours, Advanced Design Decoration—90 hours, Advanced Design Construction—90 hours, Mechanical Drawing—180 hours, Advanced Free-hand Drawing from Cast, Life, etc.—90 hours, Courses of Study, Methods, and Organization—90 hours, Afternoon Work in Sketching—360 hours.

On the completion of the entire course a diploma is awarded provided the following academic requirements be complied with before awarding the diploma:

English I., II., III., IV., V., VI.

General Biology, one semester.

Botany, one semester.

Psychology I., and Pedagogy.

NOTE:—Special students in Art are respectfully requested to read sub-heading No. 8 ("A Week's Work") under the index heading "The More Important Rules and Regulations." Attention is also called to requirements named under "NOTE"—see index under "*Duties of Standing Committee.*"

### 13. EXPRESSION

Expression is the revelation of thought through the art of the spoken word. Artistic expression is acquired through mental, physical and vocal culture.

There are two methods of training, psychological and technical.

The study of expression is the study of personal culture. It develops concentration, grace and power. "The scope of interpretation includes the development of the whole being that it may be a faultless medium in the expression of the author's thought."

The system of training used in this department is that taught in the School of Expression, Boston, Mass.

Students will be given credit at that school for each hour of work done here.

#### (1). COURSE OF STUDY

##### FIRST YEAR

Harmonic Gymnastics.  
Voice Training.  
Pantomimic Problems.  
Dramatic Rehearsal (Farce).  
Extemporaneous Speaking.  
Story Telling.  
Study of Lyrics.

##### SECOND YEAR

Harmonic Gymnastics.  
Voice Training.  
Pantomimic Problems.  
Dramatic Rehearsal (Farce and Comedy).  
Imagination and Dramatic Instinct.  
Dramatic Reading and Recitation.  
Recital Work.

##### THIRD YEAR

Harmonic Gymnastics.  
Voice Training.  
Pantomimic Training.  
Dramatic Rehearsal (Shakespeare).  
Monologue (Browning).  
Impersonation.  
Platform Art (Original Arrangements).  
Recital Work.  
Text Books written by S. S. Curry, Ph. D., Litt. D., are used.

## (2). FEES

See, in the index of this book under the heading "FEES," for page on which fees are listed in detail. The following cover the fees in this department:

	Fall Semester	Spring Semester	Easter Semi- Semester	Summer Semi- Semester
First Year.....	\$24.00	\$24.00	\$14.00	\$12.00
Second Year.....	27.00	27.00	15.00	12.00
Third Year.....	27.00	27.00	15.00	12.00

Students who are carrying the full work of this department with a view to graduation are charged only half rates for work in the Normal or the Academic course (\$2.50 per full semester and \$1.50 for the Easter semi-semester). No such deductions are made, however, for those who are carrying less than full work in this department.

## (3). CLUBS

The Dramatic Club is a feature of the work of this department which every student of dramatic talent and training may become a member of.

The Demosthenian Club is an organization which meets weekly for practice in extemporaneous debate and address under the direction of the head of this department. It is composed of young men only. The fee is \$2.25 per semester.

Diplomas will be awarded those who complete the work of the Department of Expression together with the following academic work:

1. Pedagogy.
2. Psychology I.
3. General Biology.
4. Botany, *one semester*.
5. English I., II., III., IV., V., VI.

Other academic work *may* be required if the student does not carry enough work to comply with the minimum weekly requirements—see sub-heading No. 8 ("A Week's Work") under the index heading "*The More Important Rules and Regulations.*" Attention is called also to requirements named under "NOTE"—see index under "*Duties of Standing Committees.*"

## 14. MUSIC

This department offers instruction in the following subjects.

- |                      |                         |
|----------------------|-------------------------|
| 1. Piano.            | 4. Voice.               |
| 2. Harmony.          | 5. Violin.              |
| 3. History of Music. | 6. Public School Music. |

### (1). PIANO

Two courses of study are offered, the one leading to a teacher's certificate at the completion of the work of the Junior year, and the other leading to a diploma at the completion of the work of the Senior year. A post-graduate course is offered for those who wish to become especially proficient. Strict adherence to a fixed list of studies is not required. The needs of the individual student are considered and the studies varied accordingly, but in each class the studies selected must be worked up to the tempo indicated by the metronome mark.

#### a. COURSE OF STUDY

##### PREPARATORY YEAR

Technical Exercises.  
Major Scales.  
Kuhner's School of Etudes.  
Gurlitt's First Lessons.  
Selected Compositions.

##### FRESHMAN YEAR

Technical Exercises.  
All Major and Minor Scales.  
Lecoupey's Studies, Op. 20.  
Clementi's Sonatinas.  
Selected Compositions.

##### SOPHOMORE YEAR

Technical Exercises.  
All Scales in similar and contrary motion.  
Major Scales in tenths, sixths and thirds.  
All Triad Arpeggios.  
St. Heller's Studies, Op. 46.  
Bach's Little Preludes and Fugues.  
Sonatas by Haydn.  
Selected Compositions.



## JUNIOR YEAR

Technical Exercises.

Major and Minor Scales.

All Major and Minor Scales in tenths, sixths, and thirds, similar and contrary motion.

Diminished seventh and Dominant seventh Arpeggios.

Kullak's Octave Studies.

Cramer's Studies.

Clementi's Gradus ad Parnassum.

Sonatas by Mozart and Beethoven.

Chopin's Waltzes and Nocturnes.

## SENIOR YEAR

Technical Exercises.

Major and Minor Scales with tenths, sixths and thirds at tempo of M. M.—154, four notes to one beat.

Major and Minor Scales in double thirds, similar and Contrary Motion.

Octave Studies.

All Arpeggios in similar and contrary motion.

Studies by Kessler and Henselt.

Bach's Well Tempered Clavichord.

Sonatas by Beethoven.

Concertos by Mendelssohn, Chopin, Beethoven, Schutte, etc.

Selected Compositions.

## POST-GRADUATE YEAR

Advanced Technical Exercises.

Scales in Double Sixths.

The Greater Sonatas of Beethoven.

Bach's Chromatic Fantasia and Fugue.

Studies by Chopin and Liszt.

Chopin's Ballads, Scherzos and Polanaises.

Concertos by Schumann, Liszt, Rubenstein, Brahms, etc.

Selected Compositions.

## (2). HARMONY

The course in Harmony covers *two years*. It may all be taken in the fourth and fifth classes or it may be divided among the third, fourth and fifth.

The work of the first year covers the first 93 pages in Prout's Harmony, together with much supplementary work at the piano. Candidates for Teachers' Certificates must complete this first year of the

course in Harmony. The work of the last year completes Bussler's text. Original work will be required as also transposition and dictation exercises at the piano. Candidates for diplomas must complete the full course in Harmony.

### (3). HISTORY OF MUSIC

Work in the History of Music is begun at the opening of the third year, and is required throughout this year and throughout the Junior and Senior years as a part of the course.

The class in the History of Music recites once per week throughout the Third, Junior and Senior years.

TEXT BOOKS: 1. Beltrivell's "History of Music." 2. Matthews' "A Popular History of Music."

In addition to the prescribed texts, reference to the many valuable books on the history of music, found in the college library, is required.

### (4). VOICE

#### a. COURSE OF STUDY

##### FIRST YEAR

Placing of Tones.	Sight-Reading and Part Singing.
Studies from Best Composers.	Elements of Church Music.
English and German Ballads.	

##### SECOND YEAR

Studies from the Best Composers.	Church Music.
Songs by Modern Composers.	

##### THIRD YEAR

Studies from the Best Composers.	Practice of Accompaniment.
Oratorio and Opera.	Harmony and Theory.
Songs by Classical Composers.	History of Music.
Normal Training.	

### (5). PUBLIC SCHOOL MUSIC

It has been decided to add this Division of music instruction to the Department of Music with a view to preparing teachers of vocal music in the public schools.

Every member of the "Normal Senior Class" is required to take work of this kind, *but not the full course in* "Public School Music." Only those who are preparing to make the teaching of vocal music in the public schools a specialty are expected to take this entire course.

The length of time required to complete this course depends, quite naturally, as in all other courses, on the advancement of the student when he enters. To teach "public school music" something else—quite a bit of something else—besides mere music attainments is essential, hence this course covers some ground aside from strictly musical lines.

#### a. COURSE OF STUDY

I. ELEMENTARY THEORY: Signatures of Keys, Major and Minor Symbols of Music in General. Terminology, including English and Foreign Words.

II. MELODY WRITING, in One, Two, and Three Parts, with Analysis of Similar Compositions.

III. ELEMENTARY HARMONY, in Four Parts, working from the Bass and from the Soprano up to and including Modulation.

IV. SIGHT READING: Practice in all the Idiomatic Expressions of Vocal Music in Chorus Practice. Chorus Drill and Training. Choir Training.

V. EAR TRAINING AND EDUCATION: Systematic Training in Tone Observation and in Writing Tones from Dictation.

VI. VOICE ONE FULL YEAR, two lessons per week, under the head of the Voice Division of the Music Department.

VII. METHODS OF TEACHING, PRACTICE IN TEACHING, AND CHORUS WORK.

VIII. HISTORY OF MUSIC.

IX. ACADEMIC REQUISITES. Before a certificate for completing this course can be issued the following *academic* preparation, or foundation, must have been made:

1. A *three-year* high school course or the *first two years* of our "Secondary Course" (Freshman and Sophomore Secondary in either Course A or Course B).

2. Psychology I. and Pedagogy.

X. INSTRUMENTAL MUSIC REQUIREMENTS. Before receiving her certificate the student must be able to play Third Grade music on the piano.

The candidate for certificate must be able to "play hymns" on the organ.

To the student who completes this course of study in Public School Music, and a *four-year* high school academic course of study (or its equivalent here) will be awarded a "Diploma in Public School Music."

#### (6). VIOLIN

The teacher of Violin has entire charge of the work in that division and fixes and collects his own fees.

## (7). FEES

	Fall Semester	Spring Semester	Easter Semi- Semester	Summer Semi- Semester
Piano:				
1. Head Teacher.....	\$25.00	\$25.00	\$15.00	\$12.00
2. Assistants .....	23.00	23.00	14.00	10.00
Voice .....	27.00	27.00	15.00	12.00
Public School Music, Special Course .....	10.00	10.00	6.00	8.00
Harmony .....	9.00	9.00	6.00	6.00
History of Music.....	6.00	6.00	4.00	4.00
Use of Piano for Practice Hours:				
If used 1 hour per day....	3.00	3.00	2.00	2.00
If used 2 hours per day....	4.50	4.50	3.00	3.00
If used 3 hours per day....	6.00	6.00	4.00	4.00
If used 4 hours per day....	7.50	7.50	5.00	5.00
If used 5 hours per day....	9.00	9.00	6.00	6.00
If used 6 hours per day....	10.50	10.50	7.00	7.00

NOTE:—The attention of all music students is respectfully called to two references in this catalogue:

a. "A Week's Work, see under sub-heading No. 8, by reference to the index heading *"The More Important Rules and Regulations."*

b. See "NOTE" under the index heading *"Duties of Standing Committees."*

Both these references are important.

## (8). CERTIFICATES AND DIPLOMAS

## a. ACADEMIC REQUIREMENTS

CANDIDATES FOR "CERTIFICATES" in the piano division of the Department of Music are required to complete all work, or its equivalent below the Freshman Secondary Year, and the following in addition:

- |                   |  |
|-------------------|--|
| (1.) English III. | (3.) German, or French, <i>one year.</i> |
| (2.) English IV.  | (4.) Psychology I.                       |

CANDIDATES FOR DIPLOMAS in the piano division are required to complete the following academic work:

- |                   |  |
|-------------------|--|
| (1.) English III. | (4.) German, or French, <i>one year.</i> |
| (2.) English IV.  | (5.) Pedagogy.                           |
| (3.) Hygiene.     | (6.) Psychology I.                       |

### b. MUSIC REQUIREMENTS

All music students except those in the Preparatory Year are required to take one semester in Elementary Theory.

Elementary work in Harmony and in History of Music is required as a part of the work of the Sophomore Music Year.

Candidates for "Teachers' Certificates" in piano must complete the work in the first four years, together with one year's work in Harmony, and one year's work in History of Music. They must be able to read music accurately at sight in reference to fingering, time, notes, and phrasing. They must also attend a Teachers' Training Class, and must themselves give instruction to a few pupils under the supervision of the Director of Music.

Candidates for diplomas must complete the work of the five years, and must take advanced work in Harmony, Theory and History of Music. They are also required to give in public, entirely from memory, a recital consisting of only the best standard piano selections.

### (9). NOTES

ALL FEES ARE PAYABLE IN ADVANCE per Semester or Semi-Semester, according to when the student enters.

STUDENTS WHO ENTER LATE will be charged for the rest of the semester plus *two weeks* additional.

NO DEDUCTIONS ARE MADE for lessons missed by students. In cases of prolonged and severe illness the student may have his choice of two Alternatives:

(1.) He may have *three fourths* of his lost lessons made up afterwards, or—

(2.) He may transfer this *three fourths* time to some other student and let that student pay him. In case he transfer his *three fourths* time to another student, that time should be reckoned on the basis of \$1.35 per week. But this is purely a matter between the student and the one to whom he transfers his time.

MUSIC STUDENTS WHO ARE TAKING "FULL TIME" in that department are charged only *half rates* in the *normal* and *academic* department for their work there, that is to say, \$2.50 per semester, or \$1.50 per Easter semi-semester. No deductions are made, however, for those taking only *half time* (one lesson per week).

EQUIPMENT. The department occupies the upper floor of the building, and consists of four studios and ten practice rooms besides two rented practice rooms. The department has at its disposal ten upright, and one Chickering Grand, Pianos. The Auditorium, seating 1,200 people, contains the Chickering Concert Grand piano.



FACULTY RECITALS. One Faculty recital is given within the year. All the members of the Faculty take part in this recital and music students are required to attend as a part of their instruction.

STUDENTS' RECITALS. Recitals by students are held one afternoon each week. These recitals have been established as a means of developing confidence in the student, and every one is required to attend.

STUDENTS MAY ENTER THE DEPARTMENT OF MUSIC AT ANY TIME, but it is greatly to their interest to enter at the beginning of the semester.

NOTE I.—Requirements for Certificates and Diplomas in the Division of "Public School Music" will be found under that heading, see No. 5 above.

## 15. EDUCATION

INCLUDING THE  
THE MODEL SCHOOL,  
THE NORMAL TRAINING WORK,  
AND THE PROFESSIONAL SUBJECTS

### (1) THE TEACHING FORCE

**ANNA S. CUMMINGS, A. B., A. M.,** *Professional Subjects and Superintendent of Training Department.*

Degrees from Colby University; Graduate Work at Leland Stanford Jr. University; University of Grenoble and University of Paris.

**HARRIET LYON, B. E. D., M. E. D.,** *Supervisor of Model School.*

Edinboro State Normal Training School; student at Inter-State School of Methods; also under Col. Parker, Thomas Balliet, and Alexandre Frye.

**EMMA R. PARKER,** *Grade VIII., Model School.*

Student in Greensboro Female College; University of North Carolina.

**HATTIE ELIZABETH TUDOR,** *Grades VI. and VII., Model School.*

Student at Lebanon; West Liberty Normal School; Athens Normal School.

**HALLIE HARPER,** *Grades VIII-b., Model School*

Marshall College, 1912.

**KATHRYN STAATS,** *Grade V., Model School.*

Marshall College, 1904.

**NELLE OSGOOD,** *Grade IV., Model School.*

Huntington High School; Marshall College, 1900.

**ONA ULLMAN,** *Grades II. and III., Model School.*

Woodsfield High School; Marietta College; Kindergarten Course at Chautauqua, N. Y.

**LILLIAN ISBELL,** *Grade I., Model School.*

Marshall College, 1892; Student at Teachers' College, Columbia University.

**E. E. MYERS,** *Art.*

Pittsburg, Cincinnati, Harvard, and New York University Schools of Art.

## (2) ORGANIZATION

The head of the Department of Education is superintendent of the Model School,—all the eight grades,—and is *head teacher* of professional subjects. She, with the co-operation of the supervisor of the Model School, nominates all teachers to be selected in that school, the president approves, and the State Board of Regents elects. She, with the co-operation of the president, the supervisor of the Model School, and the heads of all academic departments, fixes the course of study for the Model School, and has general and immediate supervisory authority and control over it. Her office adjoins the Model School rooms.

There is a supervisor of the eight grades of the Model School, who gives her entire time to direct and immediate supervision, and to teaching in these eight grades. The several Model School teachers act as "Critic Teachers."

The heads of all the academic departments are required to familiarize themselves with the work represented by their departments in the Model School; at least once per year they meet the Model School teachers, supervisor, superintendent, and the president, in formal teachers' meeting for the discussion of courses of study, methods of teaching, etc., to which end each head of a department reads a formal paper or offers an extemporaneous discussion under one or both of these subjects. They also discuss text books, apparatus, etc.

It will thus be seen that the work of the Model School is closely articulated and intimately associated with the advanced work of the institution, a matter of much importance if overlapping, repeating unnecessarily, and other uneconomic features are to be eliminated. The children of the nine grades of the Model School are housed in eight rooms so that combined grade work can be illustrated and practiced for the benefit of the rural district "teacher prospective" and visiting teacher or educator. These combinations are always of grades between the *first* and *eighth*, not including either of the two named. Other recitation rooms are used, to accommodate needed segregations owing to irregular advancement in individual cases and in small groups. The hours for the Model School daily sessions are 8:30 to 12:30 during the fall semester and 8:00 to 12:00 during the spring semester, varying somewhat according to the grade.

### (3) ADMISSION

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#### a. TO THE MODEL SCHOOL

Only children of good name,—clean of person and of habit, and free from vicious, criminal, or obscene practices—are admitted to this school so far as can be regulated; and those found guilty of things that make them unworthy associates in the Model School are dropped from the rolls when their undesirable qualities are discovered. To be poor is no bar against any child who desires to enter this school; none is more welcome than the deserving and ambitious poor; but the line must be drawn against the filthy of person or of morals, against the vicious and the criminally inclined, and against all such as are unfitted for other reasons than those named for mingling with children whose parents pay the extra fees charged here in order that their little ones may be surrounded with as wholesome influences as possible, and in every way possible.

AGE: Children of 6 years of age and up, are admitted to this school.

Each child, no matter into which grade admitted, pays a *fee of Seven and One-Half Dollars per semester*. The cost per session of *nine months* is, therefore, \$15.00.

This does not include books or stationery. These can be had at the regular prices at the college book-store which is in the same building and on the same floor.

#### b. TO THE SUB-FRESHMAN GRADE

This division, as stated above, is but the ninth grade of the Model School. Admission, therefore, does not depend upon the age, but upon the advancement of the applicant.

The fees for this division are the same as those charged for admission to the first six grades—*Seven and One-Half Dollars per semester*.

All fees for this division, and for the Model School proper, are payable *by the semester, in advance*, (at the opening of each semester).

#### c. TO THE NORMAL TRAINING WORK

To this division of the work are admitted only members of the Senior class who are carrying the Normal course of study.

#### d. TO THE NORMAL PROFESSIONAL SUBJECTS

To this division are admitted only those who have completed the Senior Secondary year or its equivalent.

## (4) NORMAL COURSE OF STUDY

See "Courses of Study," Part II.

a. THE NORMAL TRAINING WORK AND PROFESSIONAL  
SUBJECTS

The work of this department includes:

- |                            |                              |
|----------------------------|------------------------------|
| 1. Psychology              | 8. School Administration     |
| 2. Pedagogy                | 9. Sight Reading in Music    |
| 3. Methods                 | 10. Normal Art               |
| 4. Ethics                  | 11. Observation and Teaching |
| 5. History of Education    | 12. School Visiting          |
| 6. Child Study             | 13. Seminary                 |
| 7. Philosophy of Education | 14. Writing                  |

b. PSYCHOLOGY

Because we believe that all intelligent teaching is based upon the principles of Psychology, the professional training begins with this study, and a full course is given. James' lectures are used as a text, supplemented by other authors as the subject develops. The topics most fully treated are: Habit, Attention, Heredity, Will, Instinct, and Emotion. The course in Educational Psychology, which directly follows, applies the principles considered immediately to the education of the child.

The work, up to this point, furnishes a practical foundation upon which to build the professional training.

The course in Advanced Psychology, given in the Senior Normal year, is intended to lead the student into a more critical study of the subject, to give him a wider view and to acquaint him with the thoughts and opinions of some of the most important thinkers and writers of the day.

c. PEDAGOGY

This subject is treated from a psychological point of view, since we believe this to be the basis of all true pedagogy. The principles of teaching are discussed especially from the standpoint of their bearing upon the general and class-room methods. The text is *Boyer's Pedagogy*. The required readings are from the best practical educators of the day.



#### d. METHODS

The work in Pedagogy is supplemented throughout the year by lectures upon the teaching of every subject included in the common school curriculum. Members of the class are encouraged to ask questions and to discuss, in class, their own methods and experiences, and to compare notes as to results, thereby gaining mutual benefit. The advantages of these lectures and discussions are seen at once in the work of the student teachers in the Model School. Many texts are used as references upon the various subjects discussed. The class text is McMurray's *Elements of General Method*.

A note book is kept throughout the entire year, containing lesson plans, suggestions and other material gathered as the work progresses. This book, after being passed upon, is returned to the student, who retains it for future reference when the work of independent teaching is actually begun.

#### e. ETHICS

Theoretical Ethics is considered at first with a view to finding the nature and authority of the moral standard. This is followed by a consideration of the practical side as applied to the life of the individual and to the moral training of children. Especial effort is made to impress upon teachers the need in our schools for the ethics which make for clean, wholesome and sane living. *Mackenzie's Manual of Ethics*, is the class text. The required readings include various books by the best authorities of the day.

#### f. HISTORY OF EDUCATION

In this course the purpose is to give students a general knowledge of some of the most important epochs in educational progress, by means of the study of the lives of famous early educators. The advantages of the course are two-fold: Inspiration comes from familiarity with the teachings and experiences of the pioneers, and a knowledge of their mistakes and failures serves as a safeguard to the young teacher. The text books used are *Seeley's History of Education* and *Quick's Educational Reformers*. A large amount of required reading is added.

#### g. CHILD STUDY

The fact that the science of Child Study is in its infancy, and hence furnishes ground, often, for question and debate, does not do away with its value to the teacher of children. Certain principles are fundamental, permanent and practical and acquaintance with these principles, after careful study, adds to the power of the teacher and lessens his danger of mistakes.

Kirkpatrick's *Fundamentals of Child Study* is used as the basis of the course, supplemented by Preyer, Tracy and other authors.

#### *h.* PHILOSOPHY OF EDUCATION

This subject also belongs to the Senior Normal year and the work is suited to advanced and mature students. A previous study of education from a practical standpoint furnishes a basis for the consideration of its more abstract and philosophical aspects. The best authors are studied in this course, with a view to ascertaining their most important theories and conclusions, with their application to education.

#### *i.* SCHOOL ADMINISTRATION

This course is especially designed for those who expect to undertake administrative or executive positions and is arranged to suit their needs. It includes the consideration of positions as high school principals, school superintendents, grade principals, etc., and deals in detail with the management of such schools.

#### *j.* MUSIC

This work is intended to prepare the student for teaching the elements of simple music in the public schools, and *not* to make a "professional" teacher of Public School Music. Charts, music readers, and other helps are used.

Tone Observation; Tone-writing from Dictation; Elementary Theory; Signatures of Keys, Major and Minor; Meters; Symbols of Music in General; Terminology, etc.

The work of each student is tested by a final examination covering all the work of the course.

#### *k.* ART

This course embraces the methods of presentation of all subjects under the head of Manual Arts, including theory of color and design, constructive drawing, construction in paper, card-board, leather, thin metal and wood, with the design applied. It also includes the principles of free hand drawing and art as related to the home as well as art and history.

At the completion of this course all notes and drawings will be incorporated into a book which will be of value to the teacher in his future work.

Two semesters (one year) of drawing are required for entrance to the Normal Course.

#### *l.* OBSERVATION AND TEACHING

The opportunity for observing and sharing in the actual teaching of children belongs only to those institutions which are able to support a model school. That the requirements at Marshall College are rigid only goes to show the high estimate which is placed upon an opportunity of this kind. We regard the Model School as the laboratory of the training department, for the young teacher.

It is not enough to listen to and absorb the theories of the instructor; he should have a chance to observe for himself the practical working of these theories. Not only this, he should have as wide and comprehensive a view as possible. Here the Model School plays a most important part. No amount of theory or observation takes the place of actual practice.

The teacher who has had little or no experience goes into his first school full of enthusiasm it may be, but with many serious lessons to learn.

It is far better that these lessons be learned as quickly as possible and under the direction of a supervisor whose business it is to find defects and to point them out. He is not left to himself to learn his lesson through needlessly bitter experience and unnecessary expenditure of time.

If he has entertained too high an estimate of his own qualifications, this is soon modified by the growing knowledge of the real demands upon him; on the other hand, his more intelligent view of the problems presented and the possibilities of meeting them give him a confidence in himself which is justified by the new power growing within him. He begins to develop rapidly, to throw aside old prejudices and notions and to form a more accurate estimate of the requirements of the profession.

We contend that inborn fitness to teach and power of personality are absolute essentials, but we also insist that careful training is equally as essential; that is the only remedy for the reckless waste of time and numberless mistakes which are the portion of the teacher who enters upon his work without adequate preparation.

For these reasons students are required to give a large portion of time to observation in the Model School and, near the end of the course, after having carefully observed the methods of trained teachers, to teach for themselves, under strict supervision and criticism.

No teaching is done until the second semester. At that time each student is assigned to a particular grade room and, for three days in the week, observes the work of the critic teacher in that grade. On the third day lesson plans, covering the work observed, are made out by the students and handed to the supervisor, who criticises and gives whatever aid is required. On the fourth day the lesson is taught by the student in the presence of the superintendent or supervisor, and of the critic teacher. At the close of the day a teachers' meeting is held which includes all of the Faculty of the training department. The teaching of each student is considered; his good points are noted and tabulated for future reference, and those needing correction are discussed in detail.

Finally, on the fifth day of the week, the work of the preceding day is discussed with the class, and criticism or suggestions made, as need arises.

Students are assigned to one room for two weeks and then changed to the next grade, in order that some teaching may be done in each grade, during the course of the term.

Just before graduation a final meeting of the Faculty is held, the name of each student is carefully considered and his record is summed up and classified upon paper, especially prepared for this purpose. These records are put upon file in the general office and are open for consultation by school superintendents, principals and others wishing to engage teachers.

This whole plan of conducting training work has proved eminently successful. On the part of the children there can be no possibility of suffering through the attempts of inexperienced students, and the student himself gains far more from teaching one lesson a week under careful supervision than he would gain if left to work out daily problems at the expense of the children.

And when the time comes for him to enter the teaching field, it is for his advantage as well as for the accommodation of those who engage teachers, that there should be at hand an intelligent record indicating work already done, the degree of efficiency attained and the outlook for future success.

### *m.* SCHOOL VISITING

All members of the Normal Senior class are required to visit at least ten schools, half of them to be outside our own town, during the year. These visits are for the purpose of studying the work of other teachers; their methods, system, discipline, courses of study and general plan. A report of each visit is made to the superintendent of the Training Department, not with the idea of criticism, but rather in order that she may see what has been gained by the experience. Ten visits for observations on the class work of our own school, and reports of these visits are required.

### *n.* THE SEMINARIES

The Normal Seminary is modeled after the "seminar" of the universities, simplified to meet our needs. Its purpose is to develop the habit of reading, the ability to collect and logically arrange material for public presentation and to stand before an audience and present a subject clearly and readily.

The meetings are held on Thursday morning. Once in two weeks some important pedagogical subject is offered by a member for criticism and discussion.



A printed syllabus accompanied by a good bibliography, is prepared and the subject presented orally by the student who is the chief speaker of the afternoon.

After the presentation a discussion follows in which all of the members are expected to take part. The discussion includes criticism of the form of the syllabus, the English used, the subject matter, and the opinions expressed.

On alternate Thursdays the current events seminary is held.

Subjects connected with present day interests are discussed and in addition, reports are made from Congress and the State Legislature, when in session, and from foreign countries.

At the end of the year all members must pass a rigid examination upon the work of the year.

#### *o.* WRITING

The vertical slant system is used and every student is obliged to demonstrate, by means of a book, his ability to write legibly and clearly.

### (5) THE MODEL SCHOOL

By the "Model School" is meant the several grades of the Practice School, which are classified as follows:

Primary Division—Grades I., II., and III.

Intermediate Division—Grades IV., V., and VI.

Advanced Division—Grades VII., VIII., and Sub-Freshman.

The tuition rates for the various divisions of the Model School, \$15.00 per year; \$7.50 per semester.

It is required that tuitions in this department be paid in advance for the semester.

The fees charged for entrance to the Model School go toward paying the salaries of the teachers in that school, also for purchasing equipment, library books, etc., for the children of the Model School.

The head of the Department of Education is the official head of the Model School.

Each grade of the Model School is limited to 35 pupils as a maximum number, and 20 has been the number in nearly all cases, the total in the *nine grades*, kindergarten included, running about 200.

It is, of course, understood that the function and purpose of a Model School in connection with a Normal school is to offer to those who are preparing to teach, but observation and practice in their profession before they graduate as teachers. Accordingly all Normal Seniors



GRADE	I	II	III	IV	V	VI	VII	VIII
Reading	Word and Sentence Method. Two Primers, One First Reader.	One First Reader, Two Second Readers.	One Second Reader, Two Third Readers.	Two Fourth Readers.	One Fifth Reader, One-Story Reader.	Hawthorne's Wonder Book Greek Gods and Heroes, Favorite Greek Myths.	Famous Men of Greece, Famous Men of Rome, Lamb's Shakespeare's Tales.	Hiawatha Northland Tales, Great Stone Face, Snow Bound, Miles Standish, Evangeline, Poems.
English	Spelling, Phonics, Story Work, Dramatization, Illustrated Work.	Spelling Phonics, Oral Recitation, Dramatization, Illustrated Work.	Spelling Phonics, Oral and Written Reproduction, Dramatization.	Spelling, Oral and Written Reproduction, Dramatization.	Spelling, Original, Oral and Written Composition, Webster-Cooley Book I.	Spelling, Composition, First Half Webster-Cooley Book II.	Spelling, Complete Webster Cooley Book II, Composition	Spelling, Webster-Cooley Advanced English.
Arithmetic	Objective Number Work, Sense Training.	Addition and Subtraction Combinations, Practical Problems.	Multiplication and Division Tables, Practical Problems.	Notation, Numeration, Roman Numbers, Practical Problems in the Fundamentals.	Factoring, Cancellation, Fractions.	Fractions, Denominate Numbers, Practical Measurements.	Percentage Interest, Practical Measurements.	Ratio and Proportion, Longitude and Time, Powers and Roots, Square Root, Mensuration.
Geography	Seven Little Sisters, Sand Tables, Nature Study.	Little People of all Lands, Holland, Northland, Early America, Sand Tables.	American Sand Tables, Nature Study, Travel Study in America.	Home Geography, Tarr & McMurry, Book I, Travel Study.	Tarr & McMurry Book I to South America Travel Study.	Tarr & McMurry Book I, Complete Supplementary Work, Travel Study.	Tarr & McMurry of Book II, Travel Study.	Complete Tarr & McMurry Book II.
History	Folk-lore Fables, Fairy Tales.	Indian and Eskimo Life.	Stories from Long Ago to Now.	Montgomery's Beginners' History.	Montgomery's Intermediate History, First Half.	Complete Montgomery's Intermediate History.	First Half "Leading Facts."	Complete Montgomery's "Leading Facts."

\*Form: See outline for Art in Grades. \*Writing: Vertical Slant. \*Music: Sight Reading; Ear Training; Rote-Songs.

\*Physiology in Seventh and Eighth Grades.

\*German and French Conversation.

are required to both observe and to teach in the Model School before receiving their diplomas. The Model School is the Laboratory of the Teachers' Training Course in a Normal school, and the better the children are taught and the better advantages and equipment of the Model School in every way, the better the training of the Normal Seniors for their profession. Hence, it is no sacrifice of the children's interest to attend a Model School, for every consideration of justice to them as well as to the student teachers, requires that this school shall, as nearly as possible, be distinctively a school where model work for the children is done.

## (6) ART

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### a. PLANT DRAWING AND COLOR

#### SEPTEMBER AND OCTOBER

GRADE I.—Plant Drawing; Growth; Color; Paper Cutting, and Tearing; Clay Modeling; Sand Table Centers.

GRADE II.—Plant Drawing, Branching; Colors; Standards; Paper Cutting and Tearing; Mounting; Clay Modeling; Sand Table Centers.

GRADE III.—Plant Drawing, Proportion; Color, Tints and Shades; Paper Cutting, and Tearing; Mounting; Clay Modeling; Sand Table Centers.

GRADE IV.—Sprays with Fruits; Massing of Parts; Ink Drawings; Hues of Color.

GRADE V.—Fore-shortening of Leaves and Flowers Singly and in Sprays; Value Scale; Colors in Values.

GRADE VI.—Structure; Decorative Arrangements; Scale of Intensities.

GRADE VII.—Plant Drawing; Structure; Scale of Intensities; Decorative Arrangement; Autumn Landscape.

GRADE VIII.—Plant Drawing; Details of Structure; Texture; Harmonies of Color; Decorative Arrangement; Autumn Landscape.

### b. CONSTRUCTION AND CONSTRUCTIVE DRAWING

#### NOVEMBER AND DECEMBER

GRADE I.—Construction of objects in connection with Thanksgiving and Christmas; Sand Table Centers appropriate to Season; Measure to one inch.

GRADE II.—Construction of objects connected with Thanksgiving and Christmas in two dimensions; Measure to  $\frac{1}{2}$  inch; Sand Table Centers.

GRADE III.—Construction of objects suitable for Thanksgiving and Christmas in three dimensions; Measure to  $\frac{1}{4}$  inch; Sand Table Centers.

GRADE IV.—Materials: Paper, Card, Raffia; Construction of objects suitable to season; Lettering; Measure to  $\frac{1}{8}$  inch; Sewing for girls; Card-board and Wood Construction for Boys.

GRADE V.—Construction of objects suitable to season; Measure to 1-16 inch; Lettering; Decoration.

GRADE VI.—Construction, in appropriate material for Christmas Gifts; Decoration; Lettering.

GRADE VII.—Constructive Design; Working Drawings and Patterns; Construction in any appropriate material; Decorating; Lettering.

GRADE VIII.—Plans, Elevations, Sections; Drawing to Scale; Construction in any appropriate material; Decorating; Lettering.

### c. OBJECT DRAWING

#### JANUARY, FEBRUARY AND MARCH

GRADE I.—Drawing of Toys and other objects of interest; Color, Illustrative Drawing; Sand Table Center.

GRADE II.—Drawing of Toys and other objects of interest; Illustrative Drawing inspired by Sand Table Centers.

GRADE III.—Drawing of objects with strong characteristics; Work for Character; Special Study of Sphere.

GRADE IV.—Drawing of articles with strong characteristics, in silhouette; Work for character and proportion; Special Study of Cylinder.

GRADE V.—Groups: Study of Elements, Objects, Ground, back-ground, Effects of Distance, change of level; Light and Shade.

GRADE VI.—Groups: Study of Effects of Fore-shortening on Hemispherical, Cylindrical and Conical Objects; Color and Composition.

GRADE VII.—Rectangular Objects, Singly and in Groups; Fore-shortening and Convergence, (a) in Outline, (b) in Values, (c) in Color.

GRADE VIII.—Rectangular Objects, in Groups; Fore-shortening, Convergence; Interiors and Exteriors.

### d. DECORATIVE DRAWING—APPLIED DESIGN

#### APRIL, MAY AND JUNE

GRADE I.—Plants and Flowers: Decorative Aspect; Color: Decoration of Cards; Easter Centers; Clay Modeling.

GRADE II.—Drawing of Plants and Flowers for Their Color and Decorative Aspect; Decoration with Simple Borders; Cards and Booklets; Sand Table Centers.

GRADE III.—Drawing of Plants and Flowers for Decorative Aspect; Decoration with Simple Borders; Cards and Booklets; Sand Table Centers.

GRADE IV.—Landscape; Sketching of Trees Before and After Leafing; Painting of Flowers; Decorative Arrangements; Design.

GRADE V.—Landscape: Study of Trees; Making of Free Booklet; Decoration; Design.

GRADE VI.—Landscapes; Making of Landscape Booklet; Decoration; Designs for Stenciling.

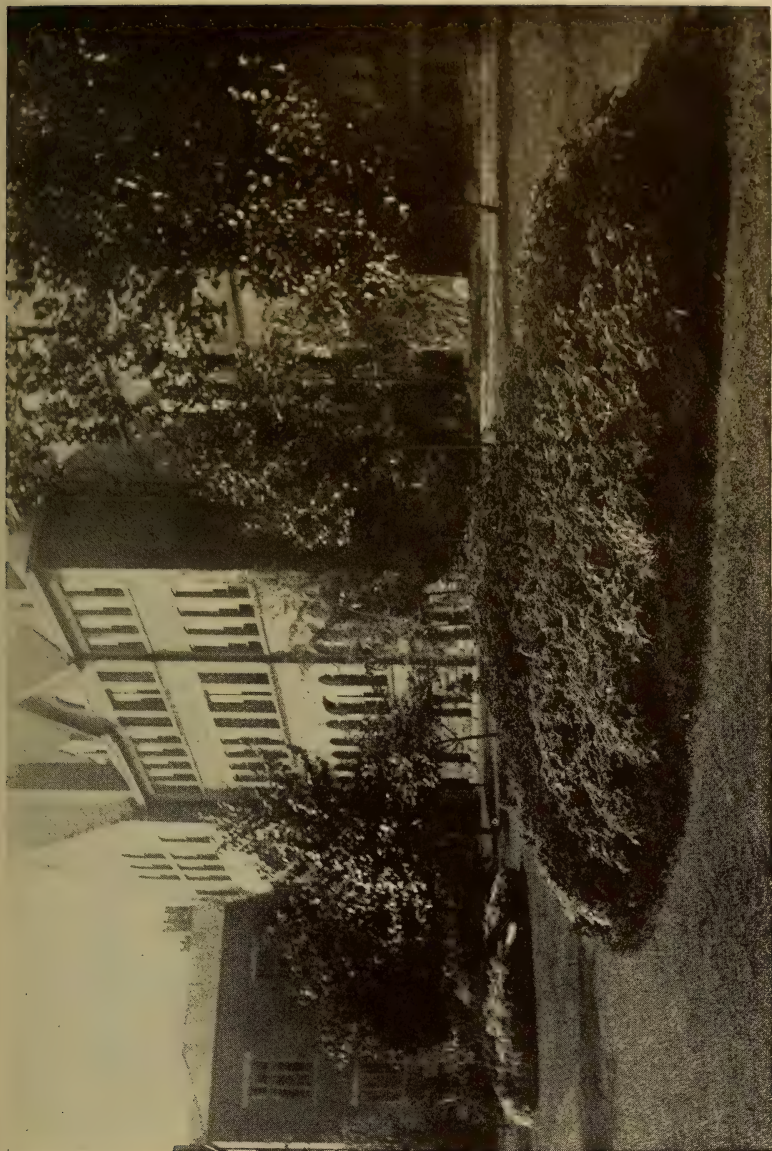
GRADE VII.—Plant Drawing for their Decorative Aspect; Color Scales; Design; Stenciling; Spring Flower Book; Landscape Gardening.

GRADE VIII.—Plants, Trees, Landscapes; Their Decorative Aspect; Booklets; Stenciling; The Furnishing of a Room; Color and Design.

### (7) MODEL SCHOOL ENROLLMENT

Grade	Male	Female	Total
I. ....	10	15	25
II. ....	12	8	20
III. ....	4	8	12
IV. ....	10	8	18
V. ....	11	14	25
VI. ....	13	14	27
VII. ....	14	13	27
VIII. <i>b</i> .....	12	7	19
VIII. <i>a</i> .....	14	23	37
Totals.....	100	110	210





A View From the South-East.





Looking From the South-East Center.

## EXAMINATIONS

Regular examinations for all students in attendance on class work are given at the close of each semester and semi-semester unless the president rule otherwise in cases of such nature as will justify the suspension of this rule.

The examinations are compulsory, and admission to class afterward is denied to those who have not attended them, unless such excuse as illness, certified by a physician's certificate or verbal report to the president, or other equally serious cause, accepted by the president, be given.

For "special examinations" see regulations governing same under that heading in the index.

## GRADUATION

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### 1. FULL COURSES, A AND B

Diplomas are awarded those who complete either "Course A" or "Course B." These diplomas are known as *Academic* and *Normal*, respectively, Course A leading to an *Academic* Diploma, Course B to a *Normal* Diploma.

The value of these diplomas, aside from their representing the completion of these courses of study is twofold:

1. By carefully selecting the work the Academic diploma will admit the holder thereof to *Junior standing* in a high grade college or university.

In certain colleges and universities the Normal diploma may fall a little short of admitting to *Junior standing* unless the holder elect "Education" as his major subject, in which case he should suffer no shrinkage.

2. Both diplomas entitle the holder to a *Number One* Teacher's Certificate of equal value with a *Number One* certificate granted under the *State Uniform Examination*, which is good for *five years*, renewable on easy conditions at the end of that time for another *five years*, and renewable on most reasonable conditions at the end of the second *five years* for life.

No one is permitted to graduate, however (except by special ruling of the State Board), who has not spent at least *one full year* at this school, which year must be his Junior or Senior year, and which year shall consist of a regular session—entrance at the opening of the Fall Semester and continued attendance to the close of the Spring Semester. To become an alumnus of a school something should be expected other than standing the scholarship tests for Graduation.

To Rank as SENIOR NORMAL or SENIOR ACADEMIC the student must have completed the following:

15 Units of Secondary Work.

3½ Units of College Work.

To Rank as *Conditioned* SENIOR NORMAL or *Conditioned* SENIOR ACADEMIC the student must have completed the following:

15 Units of Secondary Work.

3 Units of College Work.

To Rank as JUNIOR NORMAL or JUNIOR ACADEMIC the student must have completed the following:

15 Units of Secondary Work.

"Conditioned Seniors" may attend all class meetings and class functions only so long as their work justifies the assumption, on the part of their class officers and those teachers under whom they have their work, that they will maintain their standing, and complete their work by the close of the Summer Semi-Semester as required below. But, until they have made full Senior standing, they will not be permitted to vote in cases of the election of the officers of the class, or to attend the meetings in which these elections take place; nor will they be permitted to represent the class on any public occasion, at home or abroad, or to serve on any of the class committees except by vote of four-fifths of the class. Any such voting of class privileges, however, must include all "Conditioned Seniors" who are in approved standing as "conditioned," or none of them; special voting of class privileges to "*preferred individuals*" of the "Conditioned Seniors" will not be approved. In any case of voting class privileges to "Conditioned Seniors" *but one* privilege must be included in any one vote; there must be as many separate votings as there are privileges to be voted on, and only Seniors in full standing can vote in any such case.

"Conditioned Seniors" will be permitted to vote in cases of choosing the class pin or in the selection of anything else to be worn by the class, such as cap, gown, etc.

Likewise, any Senior or "Conditioned Senior" may be denied class privileges by a vote of four-fifths of those having voting privileges, but said vote must not be taken till the one or ones whose privileges are to be denied them have been given a hearing in the presence of the class, should such hearing be requested by the accused. Only conduct unbecoming a Senior will be accepted as cause for denying class privileges to any Senior who has made and maintained Senior standing in his class work.

There is no such rank as *Conditioned* JUNIOR NORMAL or *Conditioned* JUNIOR ACADEMIC. But, a student will be promoted to JUNIOR NORMAL or JUNIOR ACADEMIC rank immediately upon

the completion of the "15 Units of Secondary Work," *provided* he do this before *the end of the first week of the Spring Semester*; otherwise, he will not be given his rank till *the end* of the Spring Semester.

For regulations governing SENIOR SECONDARY, JUNIOR SECONDARY, SOPHOMORE SECONDARY and FRESHMAN SECONDARY ranks, see under the *index* heading: "*The More Important Rules and Regulations*," Section 5, under that heading.

NOTE:—In making the change from the old *four-year* courses to the *six-year* courses it was deemed well to make the change in "graduation requirements" gradual instead of immediate. Accordingly the following schedule of requirements was adopted:

Class of 1913:—15 Secondary units.  
3 College units. Total 18 units.

Class of 1914:—15 Secondary units.  
5 College units. Total 20 units.

Class of 1915:—15 Secondary units.  
8 College units. Total 23 units.

The 1915 Standard remains the graduation requirement so long as the work is based upon *six-year* courses.

EXPLANATIONS:—By "secondary units" or "secondary work" is meant work of *high school* grade; the term "*secondary*" as applied to educational work has been adopted by all educational authorities as having this meaning, since the high school is the "*second*" *stepping stone* from the common schools to the university.

The standard *four-year* high school is expected to do *fifteen units* of "secondary work" in its four-year courses. It may do more, but it is not supposed to do less; and if it does more, all work above the *fifteen units* is supposed to be of such kind as will merit college rank.

Under "Courses of Study"—(see index)—the word "*unit*" has been explained. It remains to be stated in this connection what the difference is between a "*secondary unit*" and a "*college unit*." A "secondary unit" is the equivalent of *nine months' work* in any subject of high school rank, *five recitations per week*, each recitation not less than *forty minutes* in length.

A "college unit" is supposed to be the equivalent of *nine months' work* in any subject of college rank, not less than *four recitations per week*, each recitation *sixty minutes* in length; hence any school of secondary rank which undertakes to do work of college rank must look well to four things:

1. Maturity in years on the part of the student. Children of high school age are seldom mentally matured enough to attempt work of college rank.



2. Maturity and scholarship in the teacher (experience as well, is an item). No mere stripling of youth, no matter how many degrees he may have worked out by superior mental grasp, male or female, should attempt to teach college subjects.

3. Laboratory and library equipment is of *first importance*.

4. The "time" feature—length of recitation period and school year.

All secondary work in this school is done in *sixty minute* recitation periods, hence, quite naturally, the work done in our secondary courses is more thorough and covers more ground than one has a right to expect from a high school. The average age of the students in our secondary work is also much above that of the high school student body. It is for this reason that the work done in the four years of our secondary courses covers, as a rule, about 33 1-3 to 40 per cent more ground than the average four-year high school course, thoroughness included. Essentially, therefore, our students get more college credit for their work when they enter the large colleges and universities than the average high school graduate could expect. This is particularly the case in the languages (English included), where the "time" element is so essential to thoroughness in the fundamentals, hence to progress, and intelligence of grasp in the advanced courses.

NONE THE LESS it is our custom to give full credit for 15 secondary units to all graduates of standard four-year high schools, to give full credit for all work done above 15 secondary units, estimated, of course, in terms of college standards, hence not year for year, quite naturally.

IN EVERY INSTANCE, however, we find it the only safe and just plan to all interests involved to examine in detail the work of every candidate for advanced standing, no matter whether from a different or from the *same* high school, since the different courses of the same high school often vary as much as do the courses in different high schools. To this end blanks are furnished all candidates for advanced standing whereon to have their credits duly and officially entered.

This is necessary for *two* reasons:

1. There are certain subjects, and certain amounts of work done in those subjects, which are compulsory in our courses, compulsory because we find them necessary to more advanced work here, or necessary when recommending our graduates for advanced standing in higher grade schools.

2. That we may have the full record of every student at immediate command in order that we may ascertain what high schools are strong in certain subjects, perchance weak in others, thus helping us to co-operate all the better with the high schools with a view to closer union and more thorough work—harmonizing standards and understanding each other.



EVERY CANDIDATE FOR ADVANCED STANDING should send for one of our "credit blanks" just as soon as he decides to enter school here, have all his credits in, and know in advance of his coming here *just what credit* he has been allowed. This saves misunderstanding and disappointment when it is too late to conveniently make other arrangements about "where to go to school."

THE ANSWER to all inquiries, or practically all, as to "how long it will take one to finish either course here," will be met, accordingly, by returning a "credit blank" on which to submit all credits in due form and over the proper official signature, since only by this means can an intelligent and safe answer be given—and that is what *every* student wants.

COMPULSORY SUBJECTS AND AMOUNTS IN EACH. These are indicated by the star (\*) in front of the subject, see under "Courses of Study" and under "NOTES" appended to the courses. The particular subjects requiring so much work in each are:

Art, 1 unit.	Algebra, 1½ units.
English, 4 units.	Geometry, 1½ units.
Science, 2 units.	Language, 2 units.
History, 2 units.	

*One* of the *two* compulsory units in science must be done in *one* subject. The other unit may be done in two sciences.

ANY STUDENT who falls "short" of completing the amount of work required for graduation at any June commencement by not more than *one unit* may appear with his classmates, and take part in all class exercises and functions, social and otherwise, including the graduation exercises, *provided* he assures the president in advance of the commencement season of his intention to complete the remaining unit of work in the Summer Semi-Semester immediately following said June Commencement. In such case his diploma is withheld till said uncompleted unit has been duly finished and certified to by the teacher or teachers under whom completed. This certification must be made to the registrar who is the custodian of the files and records of the school.

A STUDENT may complete his course at the close of any semester, but in such cases he is expected to be present and take part in all Senior exercises at the following June Commencement unless excused therefrom by the president of the school.

## 2. SECONDARY COURSES, A AND B

Beginning with the session of 1913-'14 "Secondary Diplomas" will be awarded all students who have completed *fifteen units* of the work scheduled under the *four years* of "Secondary Work." Course A or B, or its accepted equivalent; who have done the *highest "four units"* of

said *fifteen units* IN THIS SCHOOL; and who have *spent one full continuous session* in attendance here while doing said "highest four units," and not two or more *piece-years* or *part sessions*.

On the occasion of the awarding of the 1914 *secondary diplomas* all those students who had complied with the requirements noted in the preceding paragraph, at the time of the 1913 June Commencement, will receive these *secondary diplomas*, PROVIDED that they do not already hold a diploma from a four-year high school (what is known as a "high school of the *first class*" in this state), and PROVIDED FURTHER, that they do not already hold a *normal* or *academic* diploma issued from this school prior to the 1913 commencement.

Whether special graduation exercises shall be connected with the awarding of these Secondary diplomas is matter yet to be decided, but the sentiment of practically all of the Executive Council favors such *special graduation exercises*, at some time early in Commencement Week.

The value of these "Secondary Diplomas" lies wholly in their being the equivalent of an *exceptionally high grade* High School Diploma, "*exceptionally high grade*" because of *two* features:

1. All, or at least the *highest four units*, of the work has been done on a *sixty minute* recitation basis instead of the usual 40 or 45 minute high school recitation basis.
2. Library and class opportunities are much better here than can be found in the average *four-year* high school.

### 3. MUSIC

Diplomas are awarded those who complete either the Piano or the Public School Music Courses in this department. For full details concerning diplomas, certificates, and other necessary information bearing on the Department of Music see index under the heading, "MUSIC," for pages containing detailed outlines.

### 4. EXPRESSION

Diplomas are awarded in this department, see details on pages cited in the index under the heading "EXPRESSION."

### 5. ART

A course leading to a diploma has been prepared in this department, —the chief purpose of the course being to prepare Teachers of Drawing for the public schools. This course is intended, as well, to prepare Teachers of Art in whatever capacity one may wish to apply his teaching ability along this line, and within the scope contemplated by this course. See pages cited under "ART" in this index for full details.

## THE LIBRARY

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The library is a center of educational interest with the student body, and each member of the Faculty makes it a part of his class work to extend, enlarge, and intelligently direct this interest.

The books are selected by a committee consisting of the librarian, the president, and the heads of the departments, hence are selected with reference to the interest of the work in all departments, and with reference to the educational and cultural needs of the student body.

The material of the library is as follows:

1. Circulating and Reference Works, 7,000 volumes.
2. Documentary: Bound, 5,000 volumes; Unbound, 3,000 volumes.
3. Magazines and other periodicals, 115.

### RULES AND REGULATIONS

1. Hours: 8:00 to 12:30 a. m., 2:00 to 5:00 p. m. Saturdays, 9:00 to 12:00 a. m., 2:00 to 4:00 p. m.

2. No book, magazine, or newspaper shall be taken from the library without the consent of the librarian.

3. Free access is given to all books and magazines during library hours and it should be borne in mind that in a reference library all books for which there is a special demand should be in during library hours.

4. Persons drawing books shall be responsible for their safe return.

5. Students must pay for books lost or injured by them.

6. Unless permission has been granted no book shall be retained for a longer period than two weeks.

7. Special reference books may be taken out at night if they are returned before the first period in the morning.

8. A fine of two cents a day will be charged for all books kept out over two weeks. Ten cents a day for reference books kept longer than the time specified.

9. Do not mark library books or turn down their leaves, or carry pencils or note books in them.

10. Persons found mutilating books or magazines will be punished to the full extent of the law.

11. Talking and whispering are not allowed in the library. The librarian will answer your questions.

12. Students are expected to return to the shelves or racks, encyclopedias, dictionaries, atlases, bound magazines, special reference books (marked with yellow slips), unbound magazines and newspapers.

13. Anyone violating any of the above rules will be denied library privileges.

### LIBRARY TRAINING

This work is offered each term to a limited number of Seniors. One period of practice work a day is required. The work covers all phases of the subject, and students who expect to become principals or have libraries to care for are urged to take the work.

In addition to the special work offered to Seniors every student who uses the library is expected to take sufficient instruction in library work to be able to intelligently follow the requirements of those who use it.

It covers the following:

1. Classification and Arrangement of Books.
2. Use of Card Catalogue.
3. Use of Periodical Indexes.
4. Use of Encyclopedias, Atlases, Handbooks, Dictionaries and other references.

## PART III.

### EXPENSES

#### 1. BOARD

"BOARD" as spoken of here includes *room, light, fuel, and food*. Practically all students board in one of three ways:

- a. Club Board.
- b. College Hall Board.
- c. Table Board in College Hall and Room outside the Hall.

By "Club Board" is meant, simply, that a group of young men or women, ten to twenty-five, often more, take their meals at the same place. One of the young men, appointed from the gentlemen of the Senior Class by the Boarding Committee of the Faculty, is commissioned to supervise the buying and other details, collect the board bills, etc., and be responsible for the general condition of the club, order, number in it, etc. He and the Boarding Committee decide what homes shall be selected as the places for the clubs. The lady in whose home the club is located opens her dining room to the young men, prepares the food, and serves it for so much per student per week. The students have their rooms in the city near by with good families and report to the club for their meals.

The room, in case of "Club Board," is furnished and cared for by the lady of the home in which the room is located.

The only difference between "Club Board" and "Private Board" is, that in "Club Board" the student's room is in *one* home, his table board in *another* home close by, that the number at the tables is somewhat greater than in cases of "Private Board," and the cost of *table board* in clubs depends on *what the students decide to eat, and how much of it*, since it is a case similar to a family at its own table: the cost depends on what they eat and how much of it. This kind of board is both economic and social in that it is *board at cost*, and *it brings the students in closer relation than is possible* in any other way except by dormitories. Practically all young men and many of the more mature young women take Club Board.

The cost of *Club Board* varies according to the cost of room, and this varies from \$4.00 to \$5.00 per month per student, *two in a room*.

Room, Light, Fuel, and Table Board by this method of boarding cost from \$14.00 to \$15.00 per month.

For details concerning "College Hall Board" see under heading "COLLEGE HALL."



The only difference between "Club Board" and "Table Board in College Hall and Room Outside" is that in the latter case the students take their meals in College Hall instead of in a Club. Board in this way varies from \$16.00 to \$17.00 per month according to the cost of a room.

Few, very few, students take "Private Board" except those who have friends or relatives in the city with whom they can secure board.

The price of a room varies according to the location in the city, the kind of house, and the size, location, and conveniences of the room. Few students pay less than \$4.00 per month for room, and very few more than \$5.00 per month.

To recapitulate what has been said about board, and express it in few words:

- a. Club Board, per month—\$14 to \$15.
- b. College Hall Board, per month—\$14.25 to \$14.35.
- c. Table Board in College Hall and Room Outside, per month—\$16 to \$17.

## 2. BOOKS

The cost of books varies from about \$4.00 to \$5.00 per session in the Secondary Years, to about \$6.00 to \$8.00 in the Junior and Senior Years, or about a general average of \$6.00 per year throughout the courses.

The college has its own bookstore in the college building, and books are furnished at *cost and carriage* plus a small per cent to pay the bookstore manager for her work—about *two hours' work* per day.

Many inquiries come to the president of the school as to whether books are furnished free of cost to students. Let it be understood that this is done *in no state school in West Virginia*, as the state appropriates no money for that purpose.

## 3. LAUNDRY

This varies quite naturally according to the frequency of changing one's clothing and the care one takes with one's white or light laundry clothes. It varies also according to whether it is done by a washer-woman or by a regular laundry. It varies finally according to sex, of course.

Among the young men laundry varies from 75c to \$1.50 per month. Among young women it varies from \$2.00 to \$2.50 per month.

SUMMARY: Summing up the various necessary expenses of attending school here the following are close estimates:

## COURSES OF STUDY

## COST PER YEAR

Music .....	\$220 to \$275
Expression .....	210 to 265
Model School .....	185 to 250
Normal or Academic .....	180 to 235

For a Semester of course the cost would be approximately *one-half* the above. For a Semi-Semester about *one-fourth* the above.

NOTES ABOUT BOARDING:—NO STUDENT is permitted to board anywhere or room anywhere except in places approved by the boarding committee; and should anyone be found in a place not approved by the committee, he or she will be notified at once to move, on penalty of being dropped from school.

WHEN A STUDENT changes his place of rooming he should notify the secretary in the president's office at once, also his class officers, that they may correct the records and be able to locate him in case a long distance phone call or telegram of importance come to the office for him.

YOUNG LADIES and *young gentlemen* are not permitted to room in the same home.

THE BOARDING CLUBS will not be open to young ladies hereafter unless it be a case where young ladies only are in the club. The only places where young ladies may have table board are the following:

1. In clubs composed exclusively of young ladies.
2. In private boarding places approved by the proper authorities.
3. In private homes approved by the proper authorities.
4. In the dormitory.

Young ladies under 21 years of age will be required to take their meals in the dormitory unless excused from so doing by the Dean of Women.

All places of rooming or taking meals, for young ladies, must have the combined approval of the boarding committee and the Dean of Women.

In no case shall the number taking meals in any *club*, whether for ladies or for gentlemen, exceed 25 until all other clubs for that particular sex shall have reached a corresponding number; and thereafter all additions to the clubs shall be equally distributed among the different clubs, thus maintaining, as nearly as possible, a parity of numbers in each club. This is done to protect those in otherwise smaller clubs from the increased cost of board due to the smaller number, hence is but simple justice to the student. In cases of any violation of this rule it shall be the duty of the chairman of the boarding committee to direct the manager of the club violating this rule to transfer such additions to his club to such other club or clubs as said chairman may name, till the parity of numbers is restored; and in case of said manager's refusing to do as requested he shall at once be relieved from his position as club manager and the boarding committee will make the transfers.

In all cases of making such transfers the latest addition to the club will be transferred first, and so on in the order of the recency of their arrivals, unless some other or others volunteer to be transferred in their stead. And any interference of the matron of the club in matters of this kind will be accepted as cause sufficient for transferring the entire club from her home, as these are matters to be supervised in the interest of the students and must be regulated by the boarding committee.

All matrons and managers of clubs must fully understand these matters before assuming their duties and thus prevent misunderstandings.

All this is to say that it shall be the duty of the boarding committee to decide upon the places where clubs shall be opened, appoint the matrons and the managers, regulate the numbers in each club, assign each new student to a club, have general supervision of the clubs, and disband them when it seems best to do so.

The advice and approval of the Dean of Women must be had, also, in all matters of importance connected with the boarding and rooming of young ladies.

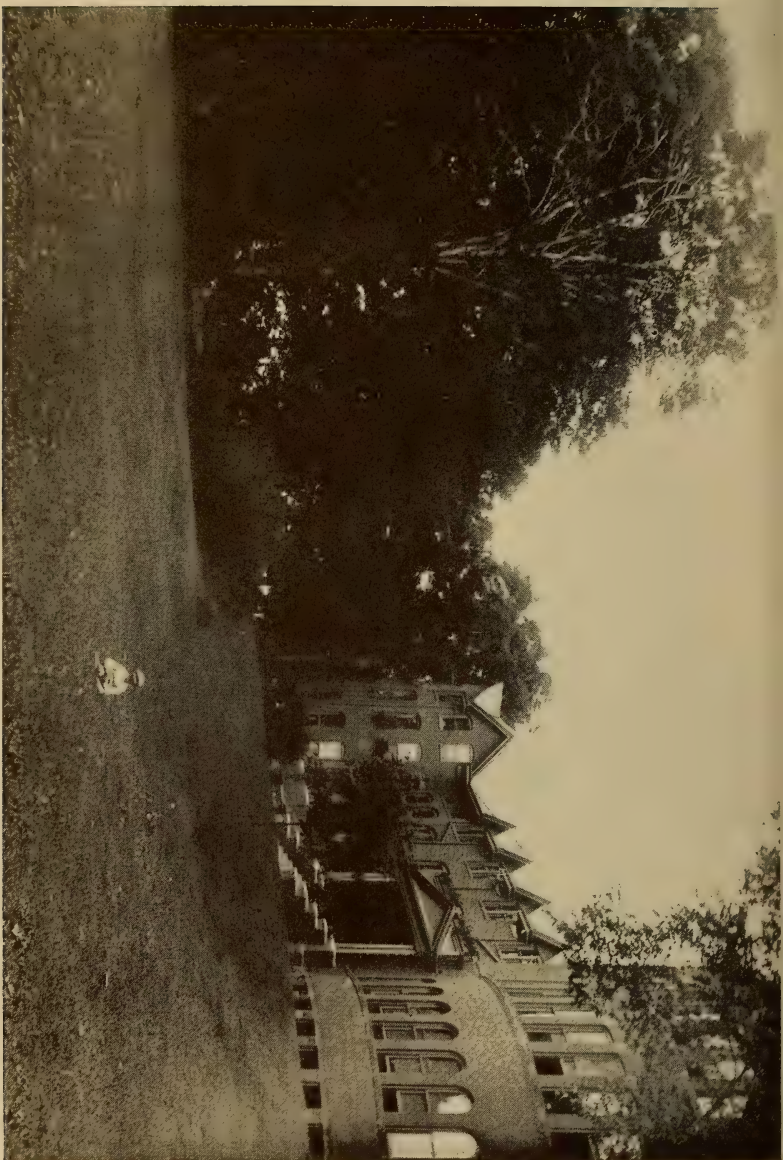
So long as there is room or board in the dormitory, or in any addition made thereto inside or outside the college grounds under the official control of the school, those in authority refuse to assume responsibility for the care and protection of any young lady who refuses to take advantage of such room or board or both. So long as there is either room in the dormitory or at the dormitory tables it is the duty of parents or guardians to see that their daughters and wards avail themselves of the protection thus offered. And in all cases of young ladies under 21 years of age they will be compelled to take room and board, one or both, in the dormitory, so long as there is a place for them. No matter what the ruling or permission of parents may be, if their daughters refuse to take advantage of the protection offered in the dormitory, the authorities here shall refuse to be responsible for their welfare. Only in cases where the dormitory is full can those in authority assume responsibility for the welfare of girls outside; and, at best, this responsibility must essentially be limited to two things:

1. Proper regulations governing such cases.
2. The promptness with which the mother in whose home a young lady has her room does her duty in correcting irregularities or reporting them to the Dean of Women; in all such cases the best possible will be done. But, in no case will the authorities here be responsible for girls or young women who refuse or whose parents refuse to comply with the rulings of the Preceptress or the Dean of Women. And the right will be reserved to summarily "take" a girl home (under the chaperonage of the Preceptress), whose conduct is such as is regarded dangerous to herself, to those students with whom she associates, or to the good name of the school.



Looking East in Front of the Dormitory.





Dormitory Entrance.



## PART IV.

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### COLLEGE HALL

College Hall is a ladies' dormitory with rooming capacity for about 60 girls, and dining capacity for about 140.

This hall is composed of the eastern section of the college building; it stands on the eastern end of the high central portion of the grounds. On the West it is joined to the college buildings, the central hallway on the first floor extending continuously through both the dormitory and the college buildings, though a double door closes the passage from one to the other when necessary. On the second and third floors the dormitory is separated from the college building by an 18-inch brick wall with no openings in it.

COLLEGE HALL is three stories high besides a full basement story. It is the most airy, the most healthful, and, in hot weather, the coolest spot in Huntington. It is as well, one of the highest, commanding a beautiful view in every direction. Approached by broad paved walks, by a wide driveway in the rear, and surrounded by green lawns ornamented with stately old trees, this school home is one of rare beauty and attraction.

### ADMISSION

Young ladies who wish to engage rooms in the hall should always write or speak at least three months in advance. It often happens, however, that one or more girls who have engaged rooms find it impossible to take their rooms, owing to sickness or other unavoidable cause, in which cases applicants for rooms at a very late date even can be accommodated, hence it always pays to inquire.

Rooms are not considered "engaged" until paid for.

Only regular students and teachers are allowed to board in the hall.

### CONVENIENCES

The building is heated by steam and lighted by natural gas.

Hot and cold water is furnished throughout the building, on all floors.

The Bell telephone system is connected with the hall, and through this, the Western Union and Postal Telegraph systems.

Street car connections with all parts of the city and adjoining towns, directly from the college gate.

Fire escapes, in cases of emergency, also fire-hose *sixty feet* in length on each floor with heavy water pressure.

The buildings are heated with steam and lighted with natural gas, (in part by electricity).

The first-floor connection between the dormitory (College Hall) and the college makes it unnecessary for the young ladies to go out in the weather in passing to and from their classes to their rooms, attending public exercises in the college, going to the library or book-store, or promenading for exercise in bad weather, there being 550 feet of hallway on the first floor besides the large open veranda, 14x52 feet.

The "luxury" as well as the "convenience" of a sixteen acre campus with its fine lawns, stately trees, and other attractions.

### ROOMS, AND ROOM-RENT

The rooms are furnished with *single beds, mattresses, wardrobe, dresser, chairs, table, light and heat*. The students themselves are required to furnish their own *bedding* (except the mattress) and *towels*, and are *required* to keep their rooms *clean* and *in order*. Each student is required, also, to provide herself with her own *hot water bottle, soap dish, spoon, two glass tumblers, and a small pitcher for drinking-water*.

Rooms are furnished with *drop-light* lamps with Welsbach burners at the opening of each session, but the students themselves are required to keep their lamps in order during the session and furnish their own *Welsbach Mantles*.

*All breakage* of whatever kind, whether of furniture or of equipment, is paid for by the occupants of the room in which the *breakage* occurs unless the occupants, if not the *breakers*, make known the names of the offender.

ROOM-RENT? "*per semester*" is as follows:

Third Floor—\$10 per student.

Second Floor—\$11 per student.

Room-Rent is payable when the room is engaged.

Room-Rent per "semi-semester" is just half the amount charged per "semester."

Leaving water-spigots running is one of the most careless and one of the most damaging of the thoughtless acts of the young ladies, as it often ruins the plaster and furniture in a room below by the overflow of water. Heavy *damage fees* are charged for these acts of carelessness.

## TABLE BOARD

Charges for Table Board are as follows:

Fall Semester, if paid for the entire semester in advance.....	\$51.00
Spring Semester.....	52.00

(The above do not include board during the "Christmas Vacation" or the "Easter Recess.")

Easter Semi-Semester.....	\$30.00
Summer Semi-Semester.....	29.00

Should the student prefer to pay her board by the "month" instead of by the "semester" or "semi-semester," the rate is—

\$12.00 per month of four weeks, payable at the beginning of each month.

PLEASE NOTE: *No Reduction* is made in Table Board for short absences (a few days) at the opening or close of a "semester" or "semi-semester," or for the Thanksgiving Recess.

As stated above, figures for board by the *semester* or *semi-semester* do not include either the Christmas or the Easter holidays. If a student remain in the Hall during either of those vacations board will be charged at the rate of \$3.00 per week.

All correspondence concerning *Table Board* or *Room* in College Hall should be addressed to—

THE MATRON,

Marshall College,  
Huntington, W. Va.

## GOVERNMENT

Beyond the expectation that the life of our students shall conform to the requirements of promptness and fidelity to duty, that they be, and act the part of, a lady at all times, and show that considerate regard for others which characterizes refined womanhood, we have few fixed rules.

This does not mean, however, that the young women are absolutely without restriction.

The Associate Dean has the personal oversight of the students who reside in College Hall and such house regulations are enjoined as are considered necessary to good order and good habits; also for securing the best educational results.

By a persistent disregard of these regulations the student will forfeit her right to the privileges of the hall.

*Parents will please note the following:*

1. If they send their daughters, or others for whom they are responsible, here, they must send them subject to our government, for while under our care we must decide what is best, and not they.

2. Parents often give permission to their daughters to go out to spend the night in the city or neighborhood. This may seem a simple permission to them, but we who know the situation better than they, deem this very unwise, and such permissions cannot be granted.

Sometimes a special invitation is extended a young lady to visit in an adjoining town. Such permission depends upon the following conditions:

1. The parent's permission sent the Associate Dean direct and not to the daughter.

2. The unreserved approval of both the Associate Dean and the Dean of Women.

3. The time required, and whether any school work will be sacrificed. If young ladies live close to the city they are permitted to go home somewhat often, provided they miss no lessons but even this is not best, at least it is easily overdone.

P. S.—At this writing the question of engaging an assistant to the Associate Dean is being seriously considered. If this assistant is engaged she will be a woman who is trained in caring for the health of young women and in the essentials of caring for the sick, and part of her salary will be paid from fees paid by the young ladies of the school, perhaps \$1.00 per semester.

## PART IV.

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### STUDENT ORGANIZATIONS

#### 1. LITERARY

THE VIRGINIAN LITERARY SOCIETY. This society has its own hall, 36x52 feet, handsomely finished and well furnished.

THE EROSOPHIAN LITERARY SOCIETY. This society has its own hall and has it handsomely finished, carpeted and furnished.

THE OUTLOOK DEBATING CLUB. This club is for young men only.

THE CICERONIAN DEBATING CLUB. This club is also exclusively for young men.

THE DEMOSTHENIAN CLUB. See under Department of Expression.

THE ZETA RHO EPSILON CLUB. This club is for both sexes.

DIE DEUTSCHE GESELLESCHAFT. This also is for both sexes.

THE DRAMATIC CLUB. This club is a feature of the work in the Department of Expression and is for both sexes.

#### 2. RELIGIOUS

The Y. M. C. A. and Y. W. C. A. These organizations have their own hall, 36x41 feet, handsomely finished and furnished, well carpeted, and equipped with a new piano.

### ALUMNI ORATORICAL CONTEST

The class of 1908 offers an annual cash prize of \$20 to be given the successful competitor in an oratorical contest which is a part of the annual commencement programme.

This is an altogether commendable thing on the part of the class, and will, we doubt not, from year to year, create more and more enthusiasm in this worthy line of effort among the student body.

### INTER-SOCIETY CONTEST

This annual contest, one of the features of the literary life of the student body, has become a fixture among the public exercises of the commencement or pre-commencement season. The Virginian and the Erosophian Literary organizations are the contestants of this occasion, and the contesting classes are: Debate, Oration, Essay, and Reading.



Since practically every alumnus and a large per cent of the better grade of former students who did not graduate do not lose their interest in these annual contests, it seems well to publish the results each year, and the names of those on the programme.

DEBATE:

To Affirm—J. F. Henderson, Meigs Co., O.—V. Lloyd R. Willis, Lawrence Co., O.—V.

To Deny—J. Q. Hypes, Nicholas Co., W. Va.—E. H. R. Cokeley, Ritchie Co., W. Va.—E.

ORATION: B. B. Chambers, Raleigh Co., W. Va.—V. Minter Wilson, Ritchie Co., W. Va.—E.

ESSAY: Hugh P. Higgins, Jackson Co., W. Va.—E. Harriet Evans, Taylor Co., W. Va.—V.

READING: Ethel M. Samples, Fayette Co., W. Va.—E. Pearl A. Litsinger, Summers Co., W. Va.—V.

V.—Virginian Literary Society.

E.—Erosophian Literary Society.

The Erosophians won the *Debate*, the *Oration*, and the *Essay*. The Virginians won the *Reading*.

The different features of the programme represent certain values on the basis of 100. These values are:

Debate—44 *points*.

Oration—22 *points*.

Essay—22 *points*.

Reading—12 *points*.

The result of the contest in values as per contest rules, therefore, was:

VIRGINIANS—12 *points*. EROSOPHIANS—88 *points*.

The Debate is judged upon the merits of the *Argument*, only.

The Oration is graded 50 on *Composition* and 50 on *Delivery*.

The Essay is graded 60 on *Composition* and 40 on *Delivery*.

The Reading is judged upon *Delivery*, that is, as "*A Reading*."

The Judges were: J. F. Marsh, Secretary of the State Board of Regents, President Alderman, of Morris Harvey College, and Superintendent T. H. Winters, of the Ceredo-Kenova Schools. President L. J. Corbly presided over the exercises.

The contestants in the "Oratorical Contest" offered by the Class of 1908 were:

Minter Wilson, Ritchie Co., W. Va.

Hugh P. Higgins, Jackson Co., W. Va.

Mr. Higgins won the \$20.

The Judges were: Judge David Matthews, Dr. Earl Gerlach, Prof. R. J. Largent.

This contest came off June 9, at 8 p. m.

### ATHLETICS

The Athletic Association is now in better shape financially than ever before, as all debts on the athletic field have been paid. This has been made possible by enrollment fees for season tickets, and by the profits from the annual carnival. The greatest need now, as before, is a gymnasium for systematic training as well as for basketball. The new Biggs armory has been used during the past season but from its location is not so suitable as a floor near the school. The record of the football and basketball teams, while not so good in point of victories as last year because of the better class colleges played and the great amount of injuries to men, is still an enviable one. Track athletics are creating more enthusiasm than heretofore, due mostly to the annual state Meet. Baseball material is most promising and the team will probably redeem some of the honors lost in the other branches. The schedule for this spring, as well as the one for football next fall, includes all the colleges of this section in Ohio, Kentucky, and West Virginia. The Chinese University of Hawaii is on the baseball schedule.

The Girls' Athletic Association has been doing good work as shown by the carnival exhibition. Walking clubs, basketball teams, tennis teams, and Indian club classes have made a decided improvement in the athletic and educational life of the young ladies.

### FOOTBALL RECORD, 1912

Marshall .....	46	Iron-ton High .....	0
Marshall .....	6	Univ. of Ky. ....	13
Marshall .....	87	Transylvania University .....	0
Marshall .....	0	Marietta .....	13
Marshall .....	6	Staats A. C. ....	8
Marshall .....	0	Wesleyan .....	59
Marshall .....	52	Muskingum College .....	0
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Total .....	197	Total .....	93

## BASEBALL RECORD, 1913

April 18—W. Va. University—Morgantown.  
April 19—W. Va. University—Morgantown.  
April 21—W. Va. Wesleyan—Buckhannon.  
April 22—W. Va. Wesleyan—Buckhannon.  
April 23—Clarksburg A. C.—Clarksburg.  
April 24—Salem College—Salem.  
May 3—W. Va. University—Huntington.  
May 6—W. Va. Wesleyan—Huntington.  
May 7—W. Va. Wesleyan—Huntington.  
May 16—Marietta College—Huntington.  
May 17—Marietta College—Huntington.  
May 22—Chinese University of Hawaii—Huntington.  
May 30—Wittenberg College—Huntington.  
May 31—Wittenberg College—Huntington.  
Several games to be arranged with professional clubs.

## FOOTBALL SCHEDULE, 1913

Sept. 27—Ironton High—Ironton, Ohio.  
Oct. 4—W. Va. University—Morgantown.  
Oct. 11—Open.  
Oct. 18—Georgetown College—Georgetown, Ky.  
Oct. 25—Marietta College—Huntington.  
Nov. 1—Staats A. C.—Wheeling.  
Nov. 8—Bethany College—Huntington.  
Nov. 15—Univ. of Kentucky—Lexington, Ky.  
Nov. 22—Open.  
Nov. 27—W. Va. Wesleyan—Huntington.

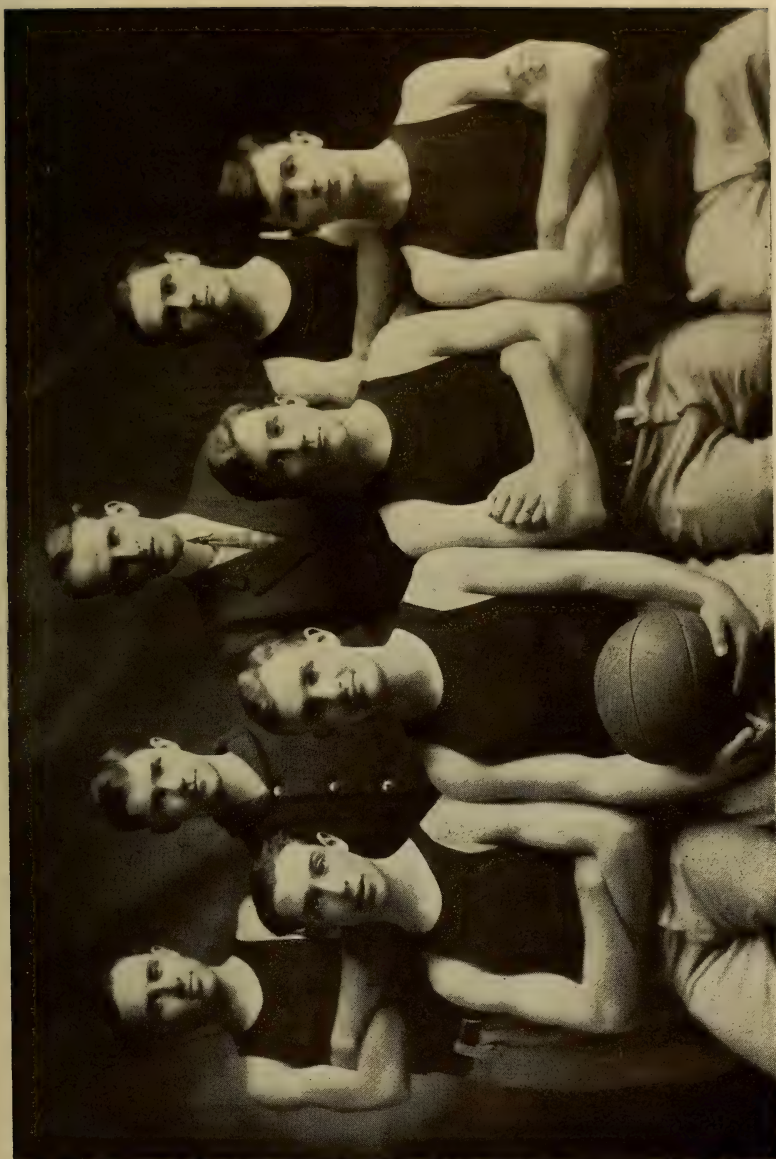
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## BUILDINGS AND GROUNDS

These are located near the center of the city. The campus contains just 16 acres of land, bounded on the east by Seventeenth Street, on the west by Sixteenth Street, on the north by Third Avenue, on the south by College Avenue. It is peculiarly rich in fine old trees—elm, oak, beech, and sycamore especially, and in an abundance of smaller trees.

The buildings are located on the high central portion of the campus.

The estimated value of the *grounds* is \$200,000. Of the *buildings* and *equipment* \$205,000. A total of \$405,000.



Basket Ball Team and Coach.





## THE MORE IMPORTANT RULES AND REGULATIONS

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### 1. CONCERNING BOARD

All places for rooming and taking table board must be approved by the Boarding Committee.

All changing of places of rooming must be with the approval of the Boarding Committee that the office records may be corrected to correspond.

Young ladies and gentlemen are not permitted to room in the same house.

All boarding clubs are limited to one sex. Mixed clubs are not permitted except under very exceptional circumstances.

All young ladies under 21 years of age are required to take their meals in College Hall unless excused from so doing by the Dean of Women.

All young ladies under 21 years of age are required to room in College Hall if there is available room there for them.

All boarding clubs are limited to *twenty-five* except by permission of the Boarding Committee.

All parents of homes where young men or young women room are expected to report all irregularities inconsistent with student-like deportment about the house, and all violations of regulations handed them by the Boarding Committee, to the chairman of that committee immediately after such infraction of regulations and in case of failure to do so the Boarding Committee reserves the right to require the student to change his or her room where unstudent-like conduct *will* be promptly reported.

All club managers are, *ex-officio*, members of the Boarding Committee but have no voice in fixing regulations or rules except in the way of counsel, which is always solicited.

The Boarding Committee, except the Associate Dean, are expected to be sufficiently free from all other duties on enrollment days and the day preceding enrollment to be at the prompt service of those wishing rooms or board or both. In other words these two days must be given up to this work.

All inquiries about board or room outside College Hall should be addressed to—

THE BOARDING COMMITTEE,

Marshall College,

Huntington, W. Va.

And all inquiries about board or room in College Hall should be addressed to—

THE MATRON,

Marshall College,

Huntington, W. Va.

All assignments, (appointments) as "club manager" must be made by the chairman of the Boarding Committee, who has also the authority to remove any "club manager" for cause.

All appointments as "club matron" must be made by the chairman of the Boarding Committee, who has also authority to discontinue any club if it seem best to him.

## 2. LEAVING THE CITY

If any student wish to leave the city for a day or two it is expected that he notify some member of the faculty, preferably one of his class officers or the president. Unless he do this the school cannot be held responsible for that degree of oversight which it is always well for a school to exercise over young people away from home in attendance on its sessions, especially if the student be a minor, more particularly if it be a girl.

## 3. TIME OF ENTRANCE

The more nearly one enters on the day of enrollment the better for him, for the school, and for the order of things in general. "Enrollment Day" means just what it spells—the day on which students for that particular semester or semi-semester are to enroll for their work. *On that day* the teachers make enrolling their business, and *on no other*. Everyone who enters late without a *very good* excuse calls some teacher or officer from his regular work, disturbs the work, and makes a bad impression for himself.

Enrollment Day is the opening day of the semester or semi-semester, and *not* the day following, the next Monday, or some other deferred date.

On promptness in this respect the school *must insist*. Accordingly, unless the student has proper excuse he will hereafter have some difficulty in getting enrolled if he enter late. Needless delay in this respect is morally bad and must be discouraged.

Always, however, a "good excuse" for this is cheerfully accepted, and there are cases where the cause of delay is practically unavoidable; but early enrollment is vitally important.

## 4. STUDIES

*As far as possible* the student must choose his studies in the same year of the course. If a freshman, as far as possible his studies must be freshman subjects, and so with other years of the courses.

Few, if *any*, students should carry more than *four full studies*, and no one who is physically able and is a regular attendant is permitted to carry fewer than *three full studies* without paying tuition at the rate of \$1.00 per month *for each study*.

Of course this does not apply to Review Work. In that work a student may carry as many subjects as he like.

Students in Art, Expression, and Music who are carrying no academic or normal studies are required to give *four full hours* per day to their work outside of recitation hours.

## 5. CLASS RANKING

To rank as "*Freshman Secondary*" a student must have completed THE COMMON SCHOOL SUBJECTS.

To rank as "*Sophomore Secondary*" 4 *secondary units* must have been completed.

To rank as "*Junior Secondary*" 8 *secondary units* must have been completed.

To rank as "*Senior Secondary*" 12 *secondary units* must have been completed.

To rank as "*Junior Normal*" or "*Junior Academic*" 15 *secondary units* must have been completed.

To rank as "*Senior Normal*" or "*Senior Academic*" 15 *secondary units* and  $3\frac{1}{2}$  college units must have been completed.

To rank as *Conditioned "Senior Normal"* or *Conditioned "Senior Academic"* 15 *secondary* and 3 *college* units must have been completed.

For special class ranking for the year 1913-14 see under "Graduation" on *index* page.

To rank as *Graduate* 15 *secondary units* and 8 *college units* must have been completed.

### NOTE PLEASE:

(1.) The English of the *Sub-Freshman Year* is counted in the 15 units of the Secondary Work.

(2.) The English of the *Senior Secondary Year* is counted as "*college credit*."

(3.) Those students who wish to rank higher than Freshman Secondary on entering are required to submit a statement of the work done above the public school course, duly signed by the head of the school where the work was done, to the chairman of the Credit Committee, who will pass upon the credit value of the work and issue a Class Rank Card accordingly. Hence, important that those who wish advanced standing on entering should write the registrar for blank form on which to submit the work; this should be done before entering.

## 6. CHAPEL EXERCISE

These exercises are held once per week, Wednesdays from 10:30 to 11:00 o'clock a. m. under the general direction of the faculty. The religious feature—a short Scripture reading, a brief talk, and a prayer—is conducted by one of the ministers of the city, who are invited in rotation.

The music is conducted by the vice president of the school, and consists almost wholly of the substantial old hymns. Each student has access to a hymnal with both words and music, and the singing is becoming an inspirational feature of the school life.

This service is compulsory to both faculty and student body, and is free from doctrinal teachings and credal discussion, hence unobjectional to any creed or sect or church.

## 7. SPECIAL EXAMINATIONS

These come under four headings:

1. Cases where students have, for some reason satisfactory to the Committee on Special Examinations, been unable to attend the regular examination when it was given and have not been excused from said examination.

2. Cases where the student has failed to make a "passing grade" in the regular examination, and the conditions are such as commend his case as one worthy of favorable consideration by the committee.

3. Cases where a student desires advanced standing on a subject in which the "Committee on Credits" cannot grant it without substantial proof by written test that he is worthy of the credit desired.

4. Cases where a student has done special work under a private tutor or in some school not on the accredited list of this school.

NOTE:—(1). Those coming under "cases" 1 and 2 must get their permissions to pass the examinations from the teacher under whom they did the class work, and the teacher, not the student, must report the permission, to the "Examination Committee."

- (2). Those coming under "case" 4 will take their examination under the tutor, and not under the "committee," if the tutor is a member of the faculty at the time when the examination is taken, and is also the teacher of the subject on which the student wishes the examination.

The above, and all other cases deemed worthy by the committee, will be given special examinations under the following regulations:

1. All special examinations will be given on the first Monday following the opening of each semester and semi-semester, at 2:30 p. m. in room No. 40.



2. All candidates for special examinations, except those coming under "cases" 1 and 2 above, must present their claims for the privilege of passing such examinations to their class officers and *not* to the Committee on Special Examinations. The class officers will investigate each case, and will report their decisions to the Examination Committee, also to the candidates that they may know whether to report for examination.

3. Those candidates who have done their class work in this school in the subject or subjects on which they wish examination, will be given an examination of the same grade and kind as the regular examination of the department in which the students did their class work.

4. Those candidates who have done their class work in a non-accredited school, or in a non-accredited subject of an accredited school, or have done it under a private tutor, or by self-tutorship, will be given an entirely different kind of an examination—one that will cover the requirements of class or laboratory work in addition to the regular test of an examination. This will apply especially in such subjects as science, English, the other languages, history and the professional subjects. In other words, these examinations will be quite a bit more comprehensive and searching than the usual examination.

5. The number of special examinations a student may take in any one department will hereafter be limited to one, if that examination comes under the head mentioned in section 4 above (the preceding section), namely, in cases where the work has been done independent of library, laboratory, and accredited class facilities. That is to say: Not more than one credit will be allowed in any department by way of special examination when the work has been done outside of class under either private tutorship or self-tutorship, *unless a preliminary oral examination* reveal such a degree of familiarity with the subject as will warrant the head of the department in assuming that the candidate asking for such examination privilege meet the requirements of the standard of proficiency fixed for the particular subject in that department.

This ruling conflicts in no way with allowing credits for, or examinations on, work done outside the classes here when that work measures up to the standards of proficiency fixed for class work here. It is the policy of this school to recognize merit both in individuals and in work, no matter who the person is, or where the work was done, and not to suppose that work done here is any better than work done elsewhere under as good instruction and as good advantages; but this policy must be construed to insist on a distinct and decided advantage of class work done under capable instructors and with good library, apparatus, and laboratory facilities, over work done under self-tutorship, private tutorship, or limited opportunities in the way of both instruc-



tion and library and apparatus facilities; to assume anything else would be to discount the entire policy of education in all countries and in all ages of civilized man.

All this is but to explain in detail that hereafter still greater stress will be placed on class work done under favorable conditions, than has been the case heretofore; but, that in no case will this greater stress be used to prevent our recognizing the value of class work done elsewhere under such conditions as will insure it worthy the impress of our approval here. The ambition of worthy young people to save time and money in completing their education is fully appreciated here, and will be encouraged in every possible way consistent with that degree of thoroughness which is for the best interests of the student and the school, and for the public whom the student and the school are to serve.

THE FEE charged for special examination is \$1.00 for each subject upon which the candidate tries the examination. This fee is paid in advance to Prof. R. M. Wylie, chairman of the "Committee on Special Examinations," or, if passed under an individual teacher as noted in section (2) under "NOTE" above, the fee is payable directly to the one conducting the examination.

### 8. A WEEK'S WORK

The tendency on the part of a large per cent of the student body to want to carry more work than can be well done with justice to themselves and to the standards of thoroughness fixed by the teachers, and a tendency on the part of a number to carry *just as little* as they can register for, have led to the fixing of a *Minimum* and a *Maximum* "Week's Work."

The following are the regulations governing this *Minimum* and *Maximum* "Week's Work":

(1). EVERY STUDENT, no matter in what department or departments he may enroll, will be assigned to some *class officer* whose duty it shall be, among others, to see that the work assigned is promptly and properly done. For the *duties* of a class officer, see index under the heading, "Duties of Standing Committees."

(2). The *Minimum* and the *Maximum* of a "week's work" are based upon *so many hours*, which *hours* include the following:

- a. Recitation Periods.
- b. Preparation for Recitation.
- c. Laboratory Work.
- d. Practice Hours in Music, Expression, and Art.
- e. Any and all other work required by the Teacher as a Necessary Part of purely School Work.

(3). The number of hours constituting the *Minimum* and the *Maximum* "Week's Work" varies more or less according to the department under which the student does the major portion of his work, certain kinds of practice work being somewhat more taxing than a corresponding number of hours devoted to study, and most study hours being more taxing than laboratory work. Accordingly the following have been adopted as these limits:

a. THE MINIMUM WEEK'S WORK

In Art.....	30 hours
In Music.....	30 hours
In Expression.....	30 hours
In College Work, Courses A and B.....	36 hours
In Secondary Work, Courses A and B.....	30 hours

b. THE MAXIMUM WEEK'S WORK

In Art.....	40 hours
In Music.....	40 hours
In Expression.....	40 hours
In College Work, Courses A and B.....	42 hours
In Secondary Work, Courses A and B.....	40 hours

NOTE:—The work expected of a student during a regular 60-minute "class recitation period" in an academic subject such as English, Mathematics, Latin, etc., is taken as the *standard hour's work—the "Unit Hour."* Accordingly, with this "Unit Hour" as a *standard* the various kinds of work are given values as follows:

One hour's work of practice in Art= $1\frac{1}{2}$  hours.

One hour's work of practice in Piano= $1\frac{1}{2}$  hours.

One hour's work of practice in Voice= $1\frac{1}{2}$  hours.

One hour's work of practice in Expression= $1\frac{1}{2}$  hours.

One hour's work of practice in Science Laboratory= $\frac{1}{2}$  hour.

One hour's work spent in the Field= $\frac{1}{2}$  hour.

One hour's work in Individual Instruction=2 hours.

One hour's work in Study Preparation=1 hour.

The head of the Department of Education is authorized to fix values for such subjects as Teaching, Senior Normal Music, Observation, etc.

Time spent in going to and returning from *Field Work* is not to be reckoned as *work*. This is only good exercise.

(4). Every *recitation period* for work in "Secondary Courses" A and B contemplates *one hour's work* in preparation, as a minimum in the way of "study hours." Some subjects require more time, perhaps a few, less.

(5). Every *recitation period* in College Work, Courses A and B, contemplates *two hours' work in preparation* in the way of "*study hours.*" Accordingly, *Every College Study Assigned* contemplates *12 hours' work per week*, the number of recitations per week in work of college grade being *four*.

(6). Work done under a private tutor during the time spent in school here is not reckoned when assigning the student his work, *except* by special arrangement with the Registration Committee.

# SEVENTY-SIXTH ANNUAL COMMENCEMENT JUNE, 1913

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## 1. GENERAL PROGRAMME

*Tuesday, June 3*

3:30 P. M. .... PIANO RECITAL

*Thursday, June 5*

2:30 P. M. .... FIELD DAY

8:30 P. M. .... PUPILS' RECITAL, DEPARTMENT OF EXPRESSION

*Friday, June 6*

10:30 A. M. .... MODEL SCHOOL COMMENCEMENT

3:00 P. M. .... BASEBALL, RIO GRANDE *vs.* MARSHALL

2 TO 6 P. M. .... GRADUATING EXHIBIT, DEPARTMENT OF ART

8:30 P. M. .... ZETA RHO EPSILON BANQUET

*Saturday, June 7*

3:00 P. M. .... BASEBALL, RIO GRANDE *vs.* MARSHALL

7:30 P. M. .... ANTIGONE (Presented by Classical Association)

8:30 P. M. .... GENERAL RECEPTION

*Sunday, June 8*

11:00 A. M. .... COMMENCEMENT SERMON

8:00 P. M. .... SERMON BEFORE CHRISTIAN ASSOCIATION

*Monday, June 9*

10:30 A. M. .... CLASS DAY

12:00 M. .... CLASS REUNIONS

2 TO 6 P. M. .... ART EXHIBIT

8:00 P. M. .... 1908 CONTEST

\*9:00 P. M. .... ALUMNI BANQUET

*Tuesday, June 10*

\*10:30 A. M. .... SEVENTY-SIXTH ANNUAL COMMENCEMENT

*\*Admission fee.*

## 2. COMMENCEMENT NOTES

Fifteen boys and 25 girls were graduated from the Eighth Grade of the Model School.

Twenty-three young gentlemen and 69 young ladies were graduated from the Normal and Academic departments of the school, divided as follows:

Normal:	Male 11	Female 68	Total 79
Academic:	Male 12	Female 1	Total 13
	—	—	—
Totals	23	69	92

Rev. Robert Watson, D. D., of Cincinnati, O., delivered the Commencement Sermon.

John Kendrick Bangs, of Cape Neddick, Maine, delivered the Commencement Address.

The Alumni Banquet was held at the Frederick Hotel and was attended by 154 guests.



## PART V.

### ENROLLMENTS

#### GRADUATING CLASSES

SINCE MARSHALL COLLEGE BECAME A STATE SCHOOL

#### TOTALS BY DECADES

YEAR	MALES	FEMALES	TOTALS	YEAR	MALES	FEMALES	TOTALS
1870	3	1	4	1890	1	5	6
1871	3	6	9	1891	2	5	7
1872	4	7	11	1892	3	5	8
1873	8	1	9	1893	4	6	10
1874	0	0	0	1894	0	5	5
1875	5	9	14	1895	0	7	7
1876	8	7	15	1896	5	12	17
1877	5	9	14	1897	9	10	19
1878	4	4	8	1898	3	9	12
1879	5	5	10	1899	3	8	11

TOTALS 45 49 94

TOTALS 30 72 102

1880	6	9	15	1900	7	13	20
1881	0	0	0	1901	15	9	24
1882	2	2	4	1902	12	20	32
1883	1	3	4	1903	4	9	13
1884	4	4	8	1904	18	22	40
1885	4	4	8	1905	12	10	22
1886	7	8	15	1906	21	22	43
1887	2	4	6	1907	29	48	77
1888	3	9	12	1908	24	50	74
1889	3	6	9	1909	24	42	66

TOTALS 32 49 81

TOTALS 166 245 411

YEAR	MALES	FEMALES	TOTALS
1910 .....	34	57	91
1911 .....	20	69	89
1912 .....	34	87	121
1913 .....	23	69	92

TOTALS..... 111 282 393

GRAND TOTALS..... 384 697 1081

Since Marshall became a state school the alumni roll passes the ONE THOUSAND mark with the 1913 class.

The following statistical table based upon data gathered from the class four weeks before graduation day cannot but interest many into whose hands this catalogue may fall. These statistics were gathered with the personal assurance of the president of the school that *no names* should be known in submitting them on the forms distributed in class and filled out while he was president, some answers being rather personal:

	MALES	FEMALES	TOTALS
1. Sex .....	23	69	92
2. Ages: Under 17 .....	0	0	0
17 .....	1	5	6
18 .....	3	9	12
19 .....	3	20	23
20 .....	0	13	13
21 .....	3	4	7
22 .....	5	4	9
23 .....	4	2	6
24 .....	1	3	4
25 .....	1	2	3
26 .....	1	2	3
27 .....	0	1	1
28 .....	1	2	3
29 .....	0	1	1
30 or over .....	0	1	1
3. Average Age .....	21½	21	211-7
4. Health: Very Good .....	11	22	33
Good .....	11	31	42
Fair .....	1	15	16
Poor .....	0	1	1
5. Height: Under 5 feet .....	0	0	0
5 ft. to 5 ft. 6 in. ....	2	48	50
5 ft. 6 in. to 6 ft. ....	17	21	68
Over 6 feet. ....	4	0	4
6. Average Height .....	5-8	5-4	5-5
7. Weight: Under 90 lbs. ....	0	0	0
90 to 99 inclusive .....	0	0	0
100 to 124 inclusive .....	1	40	41
125 to 149 inclusive .....	8	24	32
150 to 174 inclusive .....	11	5	16
175 to 200 inclusive .....	3	0	3
Over 200 .....	0	0	0
8. Average Weight .....	155	125	135
9. Members of Church .....	14	62	76
10. Attend Church Regularly .....	18	59	77

11. Believe in Woman's Suffrage.....	17	46	63
12. Expect to teach next year.....	15	68	83
13. Expect to Take a Degree,			
A. B. ....	6	22	28
A. B. & A. M. ..	0	2	2
B. S. ....	6	1	7
LL. B. ....	3	0	3
LL. D. ....	1	0	1
M. D. ....	2	0	2
E. E. ....	1	0	1
14. Profession :			
a. Teaching .....	5	58	63
b. Law .....	5	0	5
c. Agriculture .....	1	0	1
d. Civil Engineer .....	1	0	1
e. Elec. Engineer .....	1	0	1
f. Forestry .....	1	0	1
g. Business .....	1	0	1
h. Writer .....	1	0	1
i. Osteopath .....	1	0	1
15. The School's greatest immediate need :			
Gymnasium and Science Building.....	20	61	81
Physical Director .....	0	1	1
Good Drinking Water .....	0	3	3
Stronger Courses .....	0	1	1
Spirituality .....	0	1	1
More Time on Each Subject .....	0	1	1
Auditorium .....	0	1	1
More Teachers .....	1	0	1
Literary Work .....	1	0	1
Enthusiasm .....	1	0	1
16. Should all Work done here be Credit			
Work on a Degree Course .....	23	69	92
17. Do you approve of the Two Years Addi-			
tion to the Course ..... Yes	23	68	91
No	0	1	1
18. Do you approve of Coeducation ..... Yes	22	61	83
No	1	8	9
19. In a Faculty of Forty in this School, How Many should be Men :			
Fifteen men .....	1	4	5
Twenty men .....	7	25	32
Twenty-five men .....	9	25	34
Thirty men .....	4	9	13
Thirty-five men .....	2	3	5
20. Do you Hope to Marry..... Yes	23	68	91

To the question "How shall we encourage more young men to remain in School" there was practical unanimity of opinion among both young men and young women: Boys' dormitories, more college work, more male teachers, more male teachers in the public schools (especially the high schools), stronger scientific courses, better salaries for men.

Practically all approved of a course in "domestic science"—a compulsory credit course,—and a number favored a "manual training" department.

Quite a number asked for courses in Spanish.

21. Normal Graduates .....	11	68	79
Academic Graduates .....	12	1	13
	—	—	—
	23	69	92

## 22. County and State Representation, Class of 1913:

COUNTY	MALE	FEMALE	TOTAL
Braxton .....	0	1	1
Cabell .....	5	20	25
Doddridge .....	0	1	1
Fayette .....	0	11	11
Greenbrier .....	0	2	2
Hancock .....	0	2	2
Jackson .....	1	3	4
Kanawha .....	1	4	5
Marshall .....	0	2	2
Mason .....	1	4	5
Mercer .....	0	4	4
Nicholas .....	3	0	3
Pleasants .....	1	0	1
Putnam .....	2	0	2
Raleigh .....	1	0	1
Ritchie .....	4	2	6
Roane .....	0	1	1
Summers .....	0	2	2
Taylor .....	0	1	1
Tyler .....	1	1	2
Wayne .....	1	6	7
	—	—	—
Totals, West Virginia .....	21	67	88
Virginia .....	0	1	1
Kentucky .....	0	1	1
Ohio .....	2	0	2
	—	—	—
Grand Totals .....	23	69	92

# DEPARTMENTAL ENROLLMENTS BY CLASSES

## FALL SEMESTER

ENGLISH	M.	F.	BOTH SEXES
English I .....	15	16	31
English I .....	24	17	41
English I .....	12	13	25
English II .....	10	13	23
English III .....	13	18	31
English III .....	15	12	27
English V .....	5	11	16
English V .....	13	19	32
English VI .....	13	7	20
English VII .....	10	31	41
English VII .....	18	33	51
Totals .....	148	190	338

## SPRING SEMESTER

ENGLISH	M.	F.	BOTH SEXES
English, Rev. ....	24	38	62
English I .....	14	10	24
English II .....	19	18	37
English II .....	11	9	20
English II .....	10	15	25
English II .....	5	7	12
English III .....	14	9	23
English IV .....	14	16	30
English IV .....	10	10	20
English V .....	15	9	24
English VI .....	7	13	20
English VI .....	7	10	17
English VIII .....	15	31	46
English VIII .....	13	31	44
Totals .....	178	226	404

## FALL SEMESTER

### LATIN

Latin I .....	19	17	36
Latin I .....	18	15	33
Latin I .....	16	19	35



Latin II .....	12	16	28
Latin III .....	15	12	27
Latin IV .....	10	19	29
Latin V .....	2	3	5
Latin VI .....	2	2	4
Latin VII .....	1	2	3
Totals .....	95	105	200

### SPRING SEMESTER

#### LATIN

Latin I .....	10	10	20
Latin I .....	19	9	28
Latin I .....	15	12	27
Latin II .....	15	11	26
Latin II .....	11	10	21
Latin II .....	9	11	20
Latin III .....	6	12	18
Latin IV .....	12	9	21
Latin V .....	9	5	14
Latin VI .....	3	5	8
Latin VII and VIII.....	2	4	6
Totals .....	111	98	209

### FALL SEMESTER

#### GREEK

Greek I .....	10	6	16
Greek V .....	2	1	3
Totals .....	12	7	19

### SPRING SEMESTER

#### GREEK

Greek II .....	10	4	14
Greek VI.....	2	1	3
Totals .....	12	5	17

### FALL SEMESTER

#### FRENCH

French I .....	12	20	32
French I .....	12	17	29
French III .....	8	6	14
French V .....	1	2	3
Totals .....	33	45	78

## SPRING SEMESTER

## FRENCH

French II .....	10	12	22
French II .....	5	18	23
French IV .....	5	6	11
French VI .....	1	3	4
French, Primary .....	7	9	16
Totals .....	28	48	76

## FALL SEMESTER

## GERMAN

German I .....	9	15	24
German I .....	8	26	34
German III .....	8	10	18
German V .....	4	1	5
Totals .....	29	52	81

## SPRING SEMESTER

## GERMAN

German II .....	4	12	16
German II .....	7	20	27
German IV .....	10	11	21
German VI .....	4	2	6
Totals .....	25	45	70

## FALL SEMESTER

## HISTORY

History I .....	31	27	58
History I .....	18	19	37
History III .....	8	23	31
History V .....	4	9	13
History VII .....	9	13	22
Totals .....	70	91	161

## SPRING SEMESTER

## HISTORY

History, Rev. (State) .....	14	35	49
History, Rev. U. S. ....	14	35	49
History II .....	38	27	65
History II .....	22	32	54
History IV .....	6	14	20

History VI .....	9	18	27
Economics .....	14	12	26
Civics .....	14	35	49
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Totals .....	131	208	339

## FALL SEMESTER

## MATHEMATICS

Algebra I .....	13	13	26
Algebra I .....	12	18	30
Algebra I .....	14	9	23
Algebra I .....	15	12	27
Algebra II .....	7	12	19
Algebra II .....	12	7	19
Algebra III .....	11	10	21
Geometry I .....	8	15	23
Geometry I .....	15	12	27
Geometry II .....	6	5	11
Geometry III .....	8	15	23
Trigonometry .....	17	0	17
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Totals .....	138	128	266

## SPRING SEMESTER

## MATHEMATICS

Arith., Review .....	12	33	45
Algebra I .....	20	8	28
Algebra I .....	9	8	17
Algebra I .....	17	12	29
Algebra II .....	9	12	21
Algebra II .....	8	6	14
Algebra II .....	8	14	22
Algebra II .....	10	9	19
Algebra III .....	12	14	26
Geometry I .....	11	9	20
Geometry I .....	5	1	6
Geometry II .....	7	12	19
Geometry II .....	12	9	21
Geometry III .....	7	15	22
Analyt. Geom. ....	15	0	15
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Totals .....	162	162	324

## FALL SEMESTER

## PHYSICS AND CHEMISTRY

Physics I .....	15	12	27
Chemistry I .....	14	17	31
Chemistry I .....	21	20	41
Physics I Lab. ....	15	12	27
Chem. I Lab. ....	17	15	32
Chem. I Lab. ....	18	22	40
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* Totals .....	100	98	198

## SPRING SEMESTER

## PHYSICS AND CHEMISTRY

Physics II .....	18	10	28
Chemistry II .....	14	17	31
Chemistry II .....	15	11	26
Physics II Lab. ....	9	4	13
Physics II Lab. ....	9	6	15
Chem. II Lab. ....	9	3	12
Chem. II Lab. ....	10	3	13
Chem. II Lab. ....	7	10	17
Chem. II Lab. ....	7	11	18
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* Totals .....	98	75	163

## FALL SEMESTER

## BIOLOGY

General Biology .....	9	16	25
Zoology .....	7	5	12
Genl. Biol. Lab. ....	9	16	25
Zool. Lab. ....	7	5	12
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* Totals .....	32	42	72

## SPRING SEMESTER

## BIOLOGY

Agriculture, Review .....	14	31	45
Physiology, Review .....	10	32	42
Agriculture I .....	5	56	61
Botany I .....	7	12	19
Botany I .....	13	14	27
Botany I Lab. ....	6	16	22
Botany I Lab. ....	14	10	24
Agricult. I Lab. ....	3	28	31
Agricult. I Lab. ....	2	28	30
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* Totals .....	74	227	301

## FALL SEMESTER

## GEOLOGY AND GEOGRAPHY

Commercial Geography.....	6	11	17
Physiography I.....	2	6	8
Totals .....	8	17	25

## SPRING SEMESTER

## GEOLOGY AND GEOGRAPHY

Geography, Review.....	12	31	43
Commercial Geography.....	7	9	16
Geology I.....	14	12	26
Geology I Lab.....	14	12	26
Totals .....	47	64	111

## FALL SEMESTER

## ART

Art I .....	4	13	17
Art I .....	10	21	31
Art II .....	3	15	18
Art I and II.....	0	2	2
Mechanical Drawing I.....	11	1	12
Totals .....	28	54	82

## SPRING SEMESTER

## ART

Art, Teachers' Review.....	7	21	28
Art I .....	6	14	20
Art I .....	8	0	8
Art III .....	2	46	48
Art III .....	8	22	30
Mechanical Drawing II.....	10	0	10
Totals .....	41	103	144

## FALL SEMESTER

## EDUCATION

Psychology I.....	11	70	81
History of Education.....	10	66	76
Observation Class.....	10	66	76
Methods .....	10	67	77
Pedagogy and Current History Seminary.....	11	67	78
Totals* .....	52	336	388



## SPRING SEMESTER

## EDUCATION

Methods, Teachers' Review.....	16	31	47
Reading and Spelling.....	12	31	43
Teaching .....	8	69	77
Ethics I .....	6	37	43
Ethics I .....	5	35	40
Philosophy of Education.....	9	0	9
Totals .....	56	203	259

## FALL SEMESTER

## MUSIC

Piano A.....	2	26	28
Piano B.....	0	23	23
Piano C.....	0	12	12
Theory of Music.....	0	9	9
Choral Work.....	0	30	30
Harmony .....	0	4	4
Voice .....	1	13	14
Model School Music.....	96	108	204
Totals* .....	99	225	324

## SPRING SEMESTER

## MUSIC

Piano A.....	1	27	28
Piano B.....	0	19	19
Piano C.....	0	16	16
Theory of Music <i>a</i> .....	0	6	6
Theory of Music <i>b</i> .....	0	9	9
Harmony <i>a</i> .....	1	3	4
Harmony <i>b</i> .....	0	4	4
Model School Music.....	88	105	193
Voice .....	2	13	15
Choral Work.....	0	30	30
Senior Normal Music <i>a</i> .....	5	33	38
Senior Normal Music <i>b</i> .....	5	34	39
Teachers' Review Music.....	6	17	23
Totals* .....	108	316	424

## FALL SEMESTER

## EXPRESSION

Private Class Work.....	21	16	37
Private, Individual.....	6	12	18
Public Class Work.....	11	6	17
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Totals .....	38	34	72

## SPRING SEMESTER

## EXPRESSION

Teachers' Review Reading.....	12	31	43
Private, Individual.....	1	15	16
Public Class Work.....	10	7	17
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Totals .....	23	53	76

## FALL SEMESTER

## MODEL SCHOOL

Grade I .....	10	15	25
Grade II .....	12	8	20
Grade III .....	3	8	11
Grade IV .....	8	8	16
Grade V .....	11	14	25
Grade VI .....	12	13	25
Grade VII .....	14	12	26
Grade VIII <i>b</i> .....	12	7	19
Grade VIII <i>a</i> .....	14	23	17
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Totals .....	96	108	204

## SPRING SEMESTER

## MODEL SCHOOL

Grade I .....	8	13	21
Grade II .....	8	7	15
Grade III .....	4	8	12
Grade IV .....	10	8	18
Grade V .....	10	13	23
Grade VI .....	13	14	27
Grade VII .....	13	13	26
Grade VIII <i>b</i> .....	10	7	17
Grade VIII <i>a</i> .....	12	23	35
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Totals .....	88	105	192

## SUMMER SEMI-SEMESTER

## LATIN

	MALE	FEMALE	BOTH SEXES
Latin I .....	3	1	4
Latin III .....	3	3	6
Latin IV .....	4	12	16
Latin V .....	3	1	4
Totals .....	13	17	30

## MATHEMATICS

Algebra I .....	4	2	6
Algebra III .....	1	1	2
Geometry I .....	0	3	3
Geometry II .....	2	1	3
Geometry III .....	3	16	19
Totals .....	10	23	33

## HISTORY

French History.....	7	11	18
Mediaeval History.....	6	9	15
Totals .....	13	20	33

## ART

Art I and II.....	5	18	23
Art I and II.....	1	15	16
Totals .....	6	33	39

## SCIENCE, ETC.

Commercial Geography.....	7	9	16
Methods .....	0	6	6
Reviews .....	1	1	2
Totals, .....	8	16	24

# CLASS ENROLLMENTS GRADUATE STUDENTS

<i>Names</i>	<i>County.</i>
Andrews, Ralph N.....	Cabell
Brockmeyer, Werneth.....	Cabell
Carder, Agnes S.....	Cabell
Farmer, John D.....	Raleigh
Fox, St. Elmo.....	Cabell
Hersey, Rexford B.....	Cabell
Lyon, George M.....	Cabell
Morrow, George L.....	Cabell
Wilkinson, Carrie L.....	Cabell

## SENIOR CLASS—1912-'13

Ahrendts, Cynthia M.....	Hancock
Allison, Margaret V.....	Hancock
*Amick, William.....	Nicholas
*Bailey, Fred M.....	Cabell
*Bailey, Tracy.....	Cabell
Ball, Edith.....	Jackson
*Benedict, Hubert L.....	Putnam
Bent, Illa V.....	Cabell
Boone, Kate E.....	Greenbrier
Brown, Inez M.....	Summers
Burdette, Eunice J.....	Meigs, Ohio
Burns, Julia Anne.....	Cabell
Chambers, Bernard B.....	Raleigh
Chambers, Inez L.....	Cabell
Champe, Georgia E.....	Fayette
Clarke, Dana R.....	Mason
Cobb, Elma R.....	Mason
Cokeley, Harlin R.....	Ritchie
Cokeley, Lila M.....	Ritchie
Crum, Mary B.....	Cabell
*Curnutt, Delbert E.....	Cabell
*Dorsey, Wiley J.....	Nicholas
Duncan, Pearl.....	Fayette
Evans, Harriet.....	Taylor
*Frampton, Charles E.....	Cabell
Gallaher, Ethel.....	Cabell
Gallaspie, James O.....	Putnam

Garrett, Fred M.....	Wayne
Garrison, Willis.....	Ritchie
*Good, Thomas E.....	Kanawha
Granbery, Sarah F.....	Norfolk, Va.
Grose, Ethel.....	Fayette
Grose, Georgia.....	Fayette
Hammock, Ida B.....	Wayne
Hammond, Lillie I.....	Doddridge
Harrold, Grace H.....	Cabell
Harvey, Ethel L.....	Fayette
Henderson, James F.....	Meigs, Ohio
*Higgins, Hugh P.....	Jackson
Hill, Mary L.....	Cabell
*Hypes, John Q.....	Nicholas
Jefferson, Verna R.....	Marshall
Johnson, Lorena C.....	Mercer
Kerr, Margaret L.....	Kanawha
Kyle, Nellie L.....	Cabell
Lambert, Herma L.....	Wayne
Lattimer, Jessie.....	Roane
Leach, Mary L.....	Marshall
Leroy, Julia.....	Cabell
Litsinger, Pearl A.....	Summers
Little, Eulalie.....	Mercer
Love, Ruth D.....	Cabell
McKisson, Elsie A.....	Tyler
McLain, Madge.....	Fayette
McLaughlin, Grace M.....	Summers
McMillin, Gladys E.....	Kanawha
McNeil, James C.....	Braxton
Marcum, Bessie R.....	Wayne
Mees, Clara M.....	Mason
Percival, Dorothy K.....	Wayne
Pine, Anna Tab.....	Mercer
Plunket, Eunice H.....	Kanawha
Point, Frances M.....	Cabell
Reed, Bertha.....	Cabell
Rider, Bertha Maud.....	Cabell
Rider, Lucy E.....	Cabell
Riner, Lottie G.....	Fayette
Robinson, Geraldine C.....	Ritchie
Roush, Homer E.....	Mason
Ruckman, John K.....	Pleasants
Samples, Ethyl M.....	Fayette



Sayre, Dolores E.....	Wood
Sayre, Marie J.....	Jackson
Sheets, Ethel Samantha.....	Cabell
Singleton, Carroll B.....	Tyler
Simmons, William A.....	Ritchie
Snyder, Lena V.....	Kanawha
Snyder, Mona.....	Kanawha
Stewart, Fay J.....	Wayne
Trainor, Olive M.....	Cabell
Vaughn, Eunice.....	Mason
Vincent, Fanny.....	Mercer
*Watters, Henry C.....	Cabell
Wauhup, Glen J.....	Fayette
White, Annie L.....	Greenbrier
*Whitley, Mildred.....	Cabell
Whitten, Lynda L.....	Mason
Wigner, Gladys V.....	Cabell
*Willis, Lloyd R.....	Lawrence, Ohio
Winter, Beulah.....	Jackson
Wood, Virginia M.....	Fayette
Wright, Alberta A.....	Wayne

\*Those whose names are marked with the asterisk are academic graduates.

#### JUNIOR CLASS—1912-'13

Adkins, Edwin R.....	Lincoln
Adkins, Roy D.....	Lincoln
Amick, Richard W.....	Nicholas
Backus, Mertie O.....	Nicholas
Baldwin, Charles B.....	Cabell
Brode, Lyndon I.....	Cabell
Byus, Mollie F.....	Cabell
Caldwell, Nicholas S.....	Cabell
Callahan, Jessie J.....	Cabell
Cavendish, Virginia G.....	Cabell
Clark, Amy L.....	Lawrence, Ohio
Coffman, Carrie E.....	Greenbrier
Cornell, Grace.....	Wood
Creel, Eleanor E.....	Wood
Doolittle, Mac.....	Cabell
Dowdy, Guy.....	Monroe
Dusenberry, Virginia A.....	Cabell
Eversole, William K.....	Cabell
Feeney, Cecil F.....	Lewis

Ferguson, Lilian .....	Cabell
Ferguson, Roy B.....	Wayne
Fleshman, Fred .....	Cabell
Fulton, Ida P.....	Wayne
Glass, Anna M.....	Kanawha
Groves, Andrew H.....	Nicholas
Hainor, Pearl .....	Cabell
Henley, Hannah T.....	Mercer
Kenney, Charles Edwin.....	Fayette
Lambert, Henry S.....	Wayne
Lammers, Lucille L.....	Mercer
Lee, Raymond .....	Wood
Leonhart, James C.....	Cabell
Lilly, Lois E.....	Mercer
McGinnis, John W.....	Ritchie
McMaster, Winifred J.....	Illinois
Miller, William C.....	Mason
Morris, Sadie E.....	Cabell
Murphy, Frank L.....	Cabell
Musselwhite, Nannie L.....	Mercer
Myers, Doris A.....	Cabell
Myers, Mabel A.....	Cabell
Perry, Thomas .....	Wayne
Rider, Mattie E.....	Cabell
Roush, William L.....	Cabell
Sedinger, Loren H.....	Cabell
Shingleton, Presley D.....	Tyler
Smith, Maude .....	Mercer
VanBibber, Laura .....	Cabell
Wade, Nellie .....	Cabell
West, Ruth .....	Doddridge
White, Mary .....	Monongalia
Wilson, Minter .....	Ritchie
Winters, Ernest E.....	Cabell
Wright, Charles S.....	Wayne
Young, Eutha .....	Cabell

## FRESHMAN AND SOPHOMORE CLASSES

Adams, Delila .....	Braxton
Adkins, Mrs. Grace L.....	Cabell
Adkins, Lamech .....	Cabell
Adkins, Scudder .....	Wayne
Alderson, Okey M.....	Nicholas
Baker, Estelle M.....	Cabell

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Bailey, Boutie M.....	Boone
Baldwin, Arlie N.....	Cabell
Bates, Don M.....	Fayette
Beddall, Jennie D.....	Mingo
Beddall, Mary D.....	Mingo
Beddall, Samuel A.....	Mingo
Bee, Willard E.....	Wirt
Bell, William O.....	Cabell
Bird, Robert T.....	Clay
Blankenship, Daisy .....	Cabell
Bonar, Lee .....	Wood
Bonar, Mary .....	Wood
Boone, Mark .....	Summers
Bridgeman, Carlton W.....	Cabell
Brinker, Fred .....	Cabell
Bromley, Walker H.....	Wayne
Brown, Eva Catherine.....	Summers
Brown, Lena W.....	Summers
Brown, Martha L.....	Wayne
Browning, Kenna J.....	Logan
Bryan, Sylvia .....	Cabell
Bryan, William Garland.....	Cabell
Bumgarner, Cora M.....	Mason
Bunch, Eunice .....	Cabell
Burgess, Adena C.....	Cabell
Butler, Kentwarth H.....	Mason
Byus, Russell W.....	Cabell
Callison, Hayward C.....	Cabell
Calvert, Ruby M.....	Cabell
Cammack, Howard H.....	Cabell
Carey, Fred .....	Wayne
Carson, Vivian V.....	Cabell
Carter, Elizabeth T.....	Cabell
Caton, Edward T.....	Cabell
Chambers, Paul E.....	Cabell
Chambers, Roy L.....	Raleigh
Chapman, Lyle J.....	Cabell
Chapman, Myrtle .....	Braxton
Cherry, Mary C.....	Cabell
Chewning, Mabel J.....	Roane
Childers, Amy .....	Wayne
Childers, Bessie .....	Wayne
Childers, Esther .....	Wayne
Christian, Walter V.....	Cabell

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Clark, Anna Berger.....	Monroe
Clark, Isabel L.....	Cabell
Clark, John .....	Summers
Cleavenger, Kittie K.....	Taylor
Cobb, Garnet G.....	Mason
Collins, Hattie M.....	Ritchie
Collins, Myrtle J.....	Ritchie
Cook, John F.....	Summers
Coon, Ernest E.....	Boone
Copley, Frank .....	Wayne
Cornwell, Don F.....	Cabell
Cox, Della .....	Cabell
Cox, Lloyd E.....	Jackson
Cox, Lulu I.....	Summers
Cummings, Genevieve .....	Cabell
Cupp, Laura E.....	Cabell
Danaher, Margaret E.....	Cabell
Davidson, Sallie V.....	Taylor
Davis, Henry A.....	Cairo
Davis, Virginia E.....	Cabell
Dean, G. Ernest.....	Braxton
Deitz, Ernest E.....	Fayette
Dinkle, Elizabeth M.....	Boyd, Ky.
Dinkle, Vernon .....	Boyd, Ky.
Dorsey, Rufus U.....	Nicholas
Dorsey, Wesley F.....	Nicholas
Doolittle, Jean .....	Cabell
Dudding, Grace .....	Cabell
Dunkle, Paul L.....	Cabell
Dunn, William Spurgeon.....	Raleigh
Earle, Mae S.....	McDowell
Eaton, Elizabeth M.....	Lawrence, Ohio
Eberly, Rouena E.....	Nicholas
Eckard, Garry .....	Mason
Ennis, Lillie M.....	Fayette
Evans, Nora B.....	Wayne
Farmer, Herman G.....	Raleigh
Feeley, Irene D.....	Cabell
Ferguson, John W.....	Wayne
Ferguson, Josephus B.....	Roane
Ferguson, Kathleen .....	Cabell
Ferguson, Lilian R.....	Wayne
Ferguson, Ruth C.....	Wayne
Ferguson, Samuel J.....	Wayne

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Ferrell, Doyle D.....	Roane
Fisher, Homer E.....	Mason
Fitch, Anita M.....	Cabell
Fleming, Elias T., Jr.....	Pleasants
Fleming, Lee E.....	Pleasants
Fleshman, Hazel .....	Cabell
Flinn, Everett R.....	Wood
Fowler, Roscoe O.....	Mason
French, James D.....	Wayne
Fuller, Arleen A.....	Lincoln
Garrette, Genevieve L.....	Putnam
Garrison, Delmore .....	Cabell
Gawthrop, Ford .....	Cabell
Gawthrop, Frank .....	Cabell
Geiger, Frances .....	Cabell
George, Eva M.....	Raleigh
Gillam, George E.....	Fayette
Gillam, Paul F.....	Fayette
Ginther, Alice M.....	Mason
Given, Virgie L.....	Kanawha
Grafton, Marguerite D.....	Fayette
Graham, Seymour J.....	Summers
Grass, Myrtle J.....	Cabell
Grass, Wilmer G.....	Cabell
Grass, Verna P.....	Cabell
Grimmett, Basil G.....	Summers
Grose, Amy E.....	Nicholas
Grose, Stella .....	Fayette
Gwinn, William A.....	Fayette
Hagen, Hugh B.....	Cabell
Handley, Virginia L.....	Putnam
Hanks, Reuel M.....	Kanawha
Hanly, John H.....	Mason
Hanly, Oretha R.....	Mason
Hannaman, Carrie R... ..	Kanawha
Hannan, Mary E.....	Cabell
Hannan, Russell H.....	Cabell
Harbour, Helen E.....	Cabell
Harper, John .....	Tucker
Harris, Orien V.....	Wayne
Harrison, Otis T.....	Cabell
Hart, Goldye F.....	Mason
Harwood, Nelle D.....	Cabell
Hatch, Charles .....	Cabell



Hawkins, Edward D.....	Cabell
Henderson, Charles B.....	Hampshire
Henderson, Eva B.....	Nicholas
Hensley, Margaret B.....	Cabell
Hess, Charles E.....	Roane
Higgins, Willa .....	Jackson
Hill, Olive F.....	Fayette
Hill, Verna E.....	Cabell
Hines, Nellie .....	Monroe
Hobbs, Vinson R.....	Cabell
Hogsett, Jennie .....	Greenbrier
Hollandsworth, Ivan G.....	Putnam
Honaker, Bess .....	Raleigh
Honaker, Lilian R.....	Cabell
Honaker, Marshie .....	Fayette
Horan, P. Dana.....	Nicholas
Howell, Oley L.....	Lawrence, Ohio
Hughes, Eva F.....	Roane
Hunter, Anne M.....	Cabell
Hussell, John F.....	Lincoln
Isbell, Irving L.....	Cabell
Johnson, Herma .....	Wayne
Johnson, Sara M.....	Cabell
Johnston, Edmond Valentine.....	Cabell
Jones, Kathryn .....	Cabell
Jones, Marie .....	Cabell
Jones, Richard S.....	Cabell
Justice, Ethel M.....	Cabell
Justice, Zenna .....	Boyd, Ky.
Kelley, Donzel .....	Lewis
Kelley, Marie .....	Cabell
Kelley, Mary M.....	Cabell
Kent, Geneva C.....	Cabell
Kessel, Charles R.....	Jackson
King, Harry F.....	Jackson
Kirk, Leah H.....	Cabell
Kiser, Earl D.....	Cabell
Kiser, Ivan B.....	Cabell
Kuhn, Cecil M.....	Cabell
Lambert, Mary .....	Wayne
Lanham, Marvin G.....	Putnam
Lawrence, Everett V.....	Gallia, Ohio
Lawson, Mona .....	Mason
Layfield, Harry A.....	Ritchie
LeSage, Lucile F.....	Cabell

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LeSage, Ruth M.....	Cabell
Lester, Clyde L.....	Wayne
Lewis, Ida .....	Mingo
Lewis, Ralph W.....	Upshur
Light, Albert O.....	Cabell
Light, Blanche A.....	Kanawha
Lincicome, Almyra B.....	Jackson
Lowry, Elmer F.....	Fayette
Lubin, Girard L.....	Cabell
Lyon, Mary L.....	Cabell
McAllister, Sallie L.....	Cabell
McCoach, Agnes E.....	Cabell
McCulloch, Mary V.....	Cabell
McCutcheon, Grace M.....	Nicholas
McCutcheon, Randolph .....	Nicholas
McLaughlin, Emmett .....	Summers
McLaughlin, Mary S.....	Cabell
Mahon, Etta E.....	Jackson
Malcolm, James A.....	Nicholas
Malcolm, Marcellus M.....	Fayette
Mankin, Eva Lillian.....	Fayette
Marsh, Price L.....	Ritchie
Marshall, Sarah .....	Gilmer
Massie, Stella .....	Cabell
Meadows, Anna B.....	Summers
Meadows, William H.....	Cabell
Melrose, Henry B.....	Cabell
Milam, Marvin C.....	Kanawha
Milbee, Grover C.....	Kanawha
Miller, Pattie .....	Cabell
Miller, Sallie R.....	Cabell
Montgomery, John W.....	Roane
Moore, James E.....	Wayne
Morgan, Okey J.....	Cabell
Morrison, Lorrain E.....	Nicholas
Morrison, Marguerite J.....	Cabell
Morrison, Rose A.....	Lawrence, Ohio
Morton, William A.....	Mason
Moses, Myrtle D.....	Monroe
Moss, Mary V.....	Cabell
Moss, Nancy Lee.....	Cabell
Mytinger, Eugenia E.....	Cabell
Nagle, William R.....	Cabell
Nash, Annie L.....	Cabell

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Newcomb, Alta V.....	Cabell
Nester, Mrs. Minnie.....	Kanawha
Newman, Rush C.....	Roane
Nibert, Amy .....	Cabell
Nichols, Clara .....	Cabell
Northcott, Amizetta .....	Cabell
Nuckles, Ina .....	Cabell
Ollom, James F.....	Fayette
Ott, Bessie C.....	Roane
Owens, Christine .....	Cabell
Owens, Esta L.....	Ritchie
Oxley, Dennis C.....	Putnam
Painter, Anna .....	Fayette
Pardue, William Henry.....	Logan
Park, Carl B.....	Wood
Parr, Clifton L.....	Tyler
Parsons, Mandana S.....	Cabell
Parsons, May M.....	Jackson
Paul, Nelle P.....	Cabell
Pauley, Nettie .....	Logan
Perdue, Beulah B.....	Mingo
Perry, Byron S.....	Cabell
Perry, Mrs. Mary E.....	Cabell
Peters, Amy L.....	Mercer
Peters, Arnett .....	Wayne
Petit, Olla E.....	Cabell
Phillips, Rachel A.....	Cabell
Pifer, Clarence T.....	Cabell
Pinkerman, Grace E.....	Cabell
Pinnell, Fred .....	Jackson
Pullen, J. W.....	Lincoln
Quinlan, John E.....	Cabell
Ramsey, Clinton F.....	Nicholas
Ramsey, James W.....	Cabell
Ramsey, William J.....	Cabell
Raybould, Thomas D.....	Cabell
Reed, Fred W.....	Clay
Reed, James E.....	Clay
Reeser, Edgar S.....	Cabell
Reeser, Warren M.....	Cabell
Reynolds, Jewel O.....	Putnam
Rhodes, Frank B.....	Cabell
Ritz, Rosa E.....	Cabell
Roberts, Lee R.....	Wayne

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Roberts, Narcissus .....	Wayne
Rogers, Lillian .....	Ohio
Rollyson, Sadie B.....	Cabell
Russell, Eva A.....	Lawrence, Ohio
Russell, Naomi L.....	Cabell
Russell, Ruth V.....	Cabell
Rutledge, Virgil A.....	Nicholas
Salmon, Martha Virginia.....	Cabell
Sanger, Lona .....	Fayette
Sawyers, Mary E.....	Nicholas
Sayre, Floyd M.....	Jackson
Sayre, Otis O.....	Jackson
Schweitzer, Quindora .....	Cabell
Scott, William B.....	Cabell
Sedinger, Gulielma .....	Cabell
Selbee, Ella R.....	Cabell
Selbee, Willie G.....	Cabell
Sergeant, James B.....	Roane
Sharp, Nugent M.....	Cabell
Shawver, Marvin R.....	Fayette
Shawver, Samuel T.....	Fayette
Shein, Rosalie .....	Cabell
Shelton, Dulsie E.....	Cabell
Sheppard, Clyde E.....	Cabell
Shirkey, Bess M.....	Kanawha
Shouldis, F. F.....	Roane
Sikes, Minnie F.....	Cabell
Silling, Lillian A.....	Cabell
Simms, Robert M.....	Cabell
Skaggs, Raleigh H.....	Fayette
Skidmore, Leo H.....	Braxton
Smith, Alma K.....	Roane
Smith, Ellicott .....	Cabell
Smith, Holly E.....	Logan
Sommer, Charles W.....	Mason
Songer, Ida M.....	Cabell
Spurlock, Leonidas A.....	Cabell
Staats, Pearl D.....	Cabell
Starr, George L.....	Lincoln
Strickling, George L.....	Cabell
Swann, Gertie M.....	Cabell
Swan, Helen .....	Cabell
Taft, Mary R.....	Cabell
Tallman, Olive .....	Roane

Tate, Mamie R.....	Cabell
Taylor, Mabel G.....	Mingo
Taylor, Nora F.....	Fayette
Templeton, Janette E.....	Lawrence, Ohio
Thackston, Edward M.....	Cabell
Thomas, Wilbur P.....	Marshall
Thompson, Margaret G.....	Lawrence, Pa.
Thornburg, Charles I.....	Cabell
Thornburg, Josephine .....	Cabell
Thurmond, Robert .....	Cabell
Trent, George .....	Wayne
Turley, Cynthia .....	Cabell
Turner, Lois E.....	Cabell
Tyler, Nancy H.....	Mason
Vickers, Leonard H.....	Cabell
Vickers, John A.....	Logan
Wallace, Thelma A.....	Cabell
Wallis, Edna E.....	Mason
Ward, Jay .....	Cabell
Ward, Raleigh .....	Mason
Wellington, Barnard C.....	Cabell
White, Cada Nora.....	Raleigh
White, Dorsey B.....	Boone
White, Elijah E.....	Mingo
White, Hattie J.....	Preston
Whitley, Gould .....	Cabell
Wilkinson, William A.....	Wayne
Williams, Alvis R.....	McDowell
Williams, Ethel M.....	McDowell
Williams, Milburn .....	McDowell
Williamson, Mary E.....	Cabell
Wilson, Grace .....	Jackson
Wilson, Maude L.....	Jackson
Winter, Alberta .....	Jackson
Wiseman, Mrs. George F.....	Raleigh
Wiseman, George F.....	Raleigh
Witten, Bernard G.....	Monroe
Witten, Virginia C.....	Monroe
Wolcott, Byron .....	Cabell
Worden, Evalyn V.....	Cabell
Workman, Chloe .....	Mingo
Wriston, Ralph .....	Cabell
Yates, Annie .....	Cabell
Yoho, Nellie .....	Cabell
Zeller, Sylvia .....	Cabell



## MUSIC STUDENTS

## PIANO

<i>Names</i>	<i>County</i>
Allen, Ora J.....	Clark, Ky.
Backus, Bertie .....	Cabell
Bailey, Boutie M.....	Roane
Beddall, Jennie D.....	Mingo
Beuhring, Lucile .....	Cabell
Bockway, Beulah .....	Cabell
Bonar, Mary .....	Wood
Brockmeyer, Werneth .....	Cabell
Brown, Lucille M.....	Cabell
Bumgarner, Cora M.....	Mason
Burgess, Grace .....	Cabell
Carder, Agnes .....	Cabell
Carter, Elizabeth .....	Cabell
Cavendish, Virginia G.....	Cabell
Cherry, Mary C.....	Cabell
Chewning, Mabel .....	Roane
Elswick, Virginia .....	Virginia
Everett, Hallie .....	Cabell
Flannagan, Marie .....	Cabell
Fox, St. Elmo.....	Cabell
Garrette, Genevieve .....	Putnam
Geiger, Frances .....	Cabell
George, May .....	Raleigh
Gerlach, Dahlia .....	Cabell
Glick, Mrs. H. A.....	Cabell
Grafton, Marguerite .....	Fayette
Grose, Stella .....	Fayette
Handley, Virginia .....	Putnam
Hanley, Oretha P.....	Mason
Hannaman, Carrie .....	Kanawha
Hearholzer, Margaret .....	Cabell
Hewitt, Line .....	Cabell
Higgins, Sara .....	Lawrence, Ohio
Hoptonstall, Frances .....	Cabell
Jones, Dorothy .....	Lawrence, Ohio
Justice, Ethel M.....	Cabell
Kinnison, Jessie .....	Cabell
Lester, Norma .....	Cabell
Lewis, Ida .....	Mingo
Lockhart, Mrs. Lottie.....	Cabell
McCorkle, Mabel .....	Mississippi

Mankin, Eva L.....	Fayette
Mitchell, Mrs. H. K.....	Lawrence, Ohio
Morgan, Sarah O.....	Mason
Morrow, Ruth V.....	Cabell
Nash, Annie L.....	Cabell
Peters, Amy .....	Mercer
Reynolds, Jewel .....	Putnam
Ross, L. Rae.....	Cabell
Shepherd, Mrs. Urna.....	Cabell
Sikes, Minnie F.....	Cabell
Staats, Hazel L.....	Cabell
Stafford, Evelyn M.....	Cabell
Stark, Jessie .....	Cabell
Strickling, George Lewis.....	Cabell
Turley, Cynthia.....	Cabell
Washington, Harriet W.....	Cabell
West, Ruth .....	Doddridge
White, Hattie .....	Preston
Wilson, Effie .....	Missouri
Worden, Evalyn .....	Cabell
Wyatt, Morton S.....	Cabell

## VOICE

Ahrendts, Cynthia .....	Hancock
Backus, Lillian .....	Cabell
Burton, Owen .....	Cabell
Campbell, Ruth .....	Cabell
Chewning, Mabel .....	Roane
Elswick, Virginia .....	Virginia
Hanly, Ramona .....	Mason
Harper, Hallie .....	Cabell
McMaster, Janette .....	Illinois
McCullough, Kathleen .....	Cabell
Tallman, Olive .....	Roane
Taylor, Mabel .....	Mingo
Thomas, Wilbur .....	Marshall
Whittaker, Marguerite .....	Cabell
White, Annie .....	Greenbrier

## EXPRESSION

Davis, Lillian E.....	Cabell
Ennis, Lillie M.....	Cabell
Fields, Beatrice .....	Cabell
Fitch, Carolyn .....	Cabell
Garrett, Fred M.....	Wayne
Hanley, Oretha .....	Mason

Justice, John .....	Cabell
Leftwich, Ruby M.....	Cabell
Litsinger, Pearl .....	Summers
Love, Jennie .....	Cabell
McCoach, Lucy .....	Cabell
Northcott, Amizetta .....	Cabell
Painter, Anna .....	Fayette
Robinson, Geraldine .....	Ritchie
Ross, Edith L.....	Cabell
Skidmore, Leo .....	Braxton
Taylor, Mabel .....	Mingo
Turley, Cynthia .....	Cabell
Wilson, Maude .....	Jackson
Wallace, Thelma .....	Cabell
Vickers, Lola .....	Cabell

## SUMMER SESSION—1913

Alvis, Sadie .....	Summers
Asher, Lillian .....	Mason
Bent, Illa V.....	Cabell
Blair, Edna M.....	Wayne
Blankenship, Daisy .....	Cabell
Brode, Lyndon .....	Cabell
Brown, Martha .....	Wayne
Byus, Mollie .....	Cabell
Calvert, Ruby M.....	Cabell
Chambers, Bessie .....	Cabell
Christian, Walter V.....	Cabell
Clark, Amy L.....	Lawrence, Ohio
Cleavenger, Kittie V.....	Taylor
Cobb, Elma R.....	Mason
Coffman, Carrie E.....	Greenbrier
Creel, Eleanor E.....	Wood
Crum, Mary .....	Cabell
Cunningham, Pearl I.....	Kanawha
Darlington, Clayton H.....	Fayette
Deitz, Ernest E.....	Fayette
Dowdy, Guy .....	Monroe
Ferguson, Lillian E.....	Cabell
Ferguson, Roy B.....	Wayne
Garrison, Willis .....	Ritchie
Geiger, Anna F.....	Cabell
Glass, Anna M.....	Kanawha
Grass, Verna P.....	Cabell
Grose, Amy E.....	Nicholas

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Groves, Andrew Harrison.....	Nicholas
Hamilton, S. Addie.....	Tyler
Hannaman, Carrie R.....	Kanawha
Harris, Mrs. Dora S.....	Wood
Hawkins, Lilian Lois.....	Cabell
Henderson, Eva B.....	Nicholas
Hill, Essie B.....	Tyler
Hill, Verna .....	Cabell
Honaker, Bess .....	Raleigh
Hughes, Eva F.....	Roane
Hussell, John F.....	Lincoln
Jackson, Bertha E.....	Cabell
Johnson, V. Florence.....	Fayette
Kelley, Burton .....	Roane
Kenney, Charles E.....	Fayette
Lallance, Stroud W.....	Cabell
Lambert, Herma Louise.....	Wayne
Lawson, Mona .....	Mason
Lilly, Lois E.....	Mercer
Lincicome, Almyra B.....	Jackson
Lowry, Elmer F.....	Fayette
Lyon, Louise .....	Cabell
McGinnis, John W.....	Ritchie
McLaughlin, Mary .....	Cabell
Mees, Clara M.....	Mason
Miller, William C.....	Mason
Musselwhite, Lois .....	Mercer
Myers, John Henry.....	Cabell
Noble, David S.....	Cabell
Owens, Esta .....	Ritchie
Parsons, May M.....	Jackson
Percival, Dorothy .....	Wayne
Perry, Mrs. Mary.....	Cabell
Perry, Thomas .....	Wayne
Reed, Fred W.....	Clay
Rider, Bertha .....	Cabell
Roush, Homer E.....	Mason
Ruckman, John K.....	Pleasants
Sayre, Dolores .....	Wood
Sayre, Marie .....	Jackson
Sayre, Otis O.....	Jackson
Shingleton, Presley D.....	Tyler
Smith, Maud I.....	Mercer
Somerfield, Virgil A.....	Cabell
Songer, Ida M.....	Cabell

Staats, Pearl D.....	Cabell
Taylor, Georgia V.....	Cabell
Thomas, Maybell A.....	Cabell
Trainor, Olive M.....	Cabell
Wade, Nellie .....	Cabell
Ward, Raleigh P.....	Mason
Wilson, Mrs. George.....	Cabell
Wood, Maude .....	Fayette
Wriston, Ralph M.....	Cabell

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 MODEL SCHOOL—1912-1913

## GRADE I

Bowe, Herman	Leidecker, Pauline
Brooks, Finley	Meek, Howard
Bronson, Lillian	Macatee, Martha
Burns, Robert	Offutt, Frank
Barnes, Orea	Poston, Sue
Fitch, Frederick	Switzer, Alice
Farr, John	Sabine, Beulah
Graves, Frank	Thompson, Frances
Hughes, Violet	Trent, Aleene
Hagen, Margaret	Warth, Henry
Hagen, Eleanor	Wallace, Champ
Hite, Ely	Wallace, Frances
Hensley, Mabel	

## GRADE II

Bockway, Henderson	Hagen, Eleanor
Bailey, George	Handlin, Thelma
Cammack, Charles	Kain, Clyde
Chambers, Gladys	Leidecker, Hilton
Donovan, Richard	Peoteet, John
Doolittle, Elizabeth	Sanborn, Chester
Davis, Claud	Sebaugh, Frances
Fawcett, Daisy Olive	Sebaugh, Rosamond
Gebhardt, Edgar	Wyles, Juliet
Harris, Edgar	

## GRADE III

Bishop, Marjorie	Offutt, Frank
Bockway, Beulah	Quessenberry, Mary
Carter, Carol	Reed, Virginia
Epling, Louise	Sykes, Flora
Graves, Virginia	Sykes, Thomas
Haynes, Doddie	Wylie, Chloe
Kinder, Marlin	



## GRADE IV

Bronson, Charles  
Berry, Ruth  
Burns, Orin  
Biggs, George  
Campbell, Charles  
Callard, Alfred  
Christian, Bessie  
Egerton, Gene  
Freeman, Aubrey

Handlin, Lois  
Homerick, Celeste  
Johns, Mary  
Moore, Hallock  
Mann, Elsworth  
Locke, William  
Riffle, Clifford  
Verlander, Nancy  
Watts, Margaret

## GRADE V

Bronson, Annie Mayree  
Enslow, Dorothy  
Emmons, Arthur  
Eaton, James  
Ferguson, Carl  
Guthrie, Elizabeth  
Gunther, Fay  
Hite, Mary  
Kenyon, John  
Leidecker, Margaret  
Mahon, Virginia

Norvell, John  
Rardin, James  
Stewart, Ivan  
Smith, Arnold  
Taylor, Ruth  
VanBibber, Rachel  
Wood, John Eddy  
Woo, Harry  
White, Leonard  
Quessenberry, Sylvia  
Zeller, Sylvia

## GRADE VI

Ashworth, Lilly  
Bockway, Frank  
Christian, Rosa  
Cornell, Carl  
Cavendish, Henry  
Duncan, Perry  
Ferguson, Clarence  
Fitch, Mary  
Gentry, Ada  
Gunther, Fay  
Hoscher, Charles  
Hensen, Ethel  
Harrison, Lucien  
Hipple, Irma  
Keathley, Georgia

Lilly, Mildred  
Lentz, Albert  
LeSage, Frank  
Murphy, Ruth  
Manley, Thelma  
Macdonald, Donald  
Patterson, Norma  
Richmond, Clyde  
Smith, Winifred  
Stukins, Edward  
Sanborn, Mary  
Vickers, Lola  
Watts, Vickers  
Yates, Walter

## GRADE VII

Bolin, Charles  
Bell, John  
Campbell, Jennie Eloise  
Carter, Elizabeth  
Crouch, Lucile

Fulton, Clarence  
Flannigan, Billy  
Garred, Vinson  
Hagen, Mary  
Hoback, Cecil

McVey, Hilda  
 Mayfield, Auneca  
 Pettry, Carl  
 Pettry, Howard  
 Pollock, Anyce  
 Powers, McKinley  
 Rolson, Sadie  
 Renner, Carolyn  
 Spurlock, Clark

Smith, Ray  
 Smith, Beatrice  
 Stafford, Georgia  
 Simpson, Irvin  
 Weider, Carl  
 Workman, Rosa  
 Wallace, Edna  
 Winters, Andrew

#### GRADE VIII—A

Atkinson, Parthenia  
 Ackerman, Henry  
 Bowen, Garland  
 Buffington, Caro Louise  
 Cavendish, Margaret  
 Carter, Dayton  
 Donovan, Ruth  
 Emmons, Carleton  
 Emmons, Howard  
 Fischer, Emerson  
 Fitch, Carolyn  
 Fitch, Gertrude  
 Gregory, Jean  
 Hoscher, Amanda  
 Hiatt, A. J.  
 Harrison, Mary  
 Hall, Lottie  
 Jones, Albert  
 Jordan, Reid

Morris, Taylor  
 Mossman, Sybil  
 Marshall, Marie  
 Mathews, Robert  
 McCormick, Sallie  
 Morgan, Oretha  
 Renner, Antionette  
 Riffle, Lucile  
 Rogers, Lillian  
 Stafford, Evelyn  
 Staats, Hazel  
 Staats, Bessie  
 Tompkins, Eustace  
 Wilson, Rachel  
 Wood, Bessie  
 Weatherholt, Lena  
 Wallace, Virginia  
 Winget, Walter

#### GRADE VIII—B

Brammer, Orin  
 Brooks, Harold  
 Childers, Amy  
 Fischer, Clemens  
 Hicks, Xilphia  
 Ingram, Clark  
 Leach, Roy  
 Petit, Olla  
 Perdue, Beulah

Robinson, Leona  
 Rose, Baxter  
 Straughan, William  
 Schweitzer, Quindora  
 Sutphin, Roy  
 Watters, Hugh  
 Wood, Annette  
 White, Moss  
 White, Dewey

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